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ABSTRACT

The Title I programs in the Wichita (Kansas) Public Schools were evaluated. The academic year programs included corrective reading, elementary mathematics, programs for children in neglected and delinquent institutions, prekindergarten programs, and a continued parental education program. Summer programs included basic primary and corrective reading, elementary mathematics, neglected and delinquent children's programs, and tuition scholarships. A brief evaluation report of each program discusses the scope, budget, pupil and personnel participation, performance objectives and attainment of achievement gains within the given Title I requirements and procedures. Positive normal curve equivalent (NCE) scores were tha major performance measures examined in pretest and posttest comparisons. Recommendations are presented with the emphasis on basic skills improvement and changes in funding regulations. (CM)

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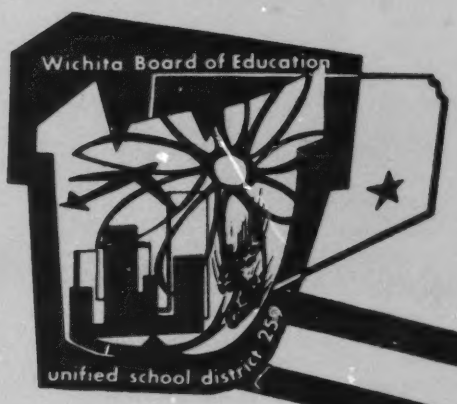

Wichita Public Schools
Wichita, Kansas

TM 820620

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

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ESEA TITLE I EVALUATION REPORT

PROGRAMS FOR EDUCATIONALLY DEPRIVED CHILDREN

September 1980 - July, 1981

Project Number 81003
under P.L. 89-10, Title I, as amended by P.L. 93-380

Submitted to the
Kansas State Department of Education
ESEA TITLE I

Prepared by
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July, 1981

SUMMARY OF ESEA TITLE I EVALUATION REPORT, 1980-81

The thrust of Title I, ESEA began in Wichita in the spring of 1966, thus the 1980-81 school year completed fifteen years of service in the area of compensatory education to disadvantaged children. After an initial, large scale needs assessment was conducted in 1965 prior to Wichita's entry in Title I, activities were designed to reach a large number of children of all grade levels in more than one-third of the district's schools. Activities were global in nature, offering a wide range of experiences from art and music to cultural enrichment, from reading to mathematics, from counseling to health services and others. Since that time, because of increased emphasis on basic skills improvement, and because of changes in funding regulations, the project has evolved to one which now emphasizes service to pupils in reading, mathematics and prekindergarten. Parental involvement has become a very strong component of the Wichita Title I model in the last six years.

During the 1980-81 school year, Title I programs were conducted in 34 Title I target elementary schools. Major programs included were Corrective Reading, Mathematics, and Prekindergarten. There were also small programs for children in neglected and delinquent institutions. A parent education component was continued. In the 1981 summer session, reading and mathematics were emphasized with additional inputs into the institutional and early childhood programs. A sizeable portion of the summer school budget was allocated for tuition scholarships.

Participation statistics show that 5963 pupils were involved in regular year programs. There were 3325 pupils in corrective reading with 3654 in mathematics. About 1300 pupils participated in both reading and math.

The major performance objective for reading was that pupils should achieve a positive 6.0 NCE* gain score from pretest to posttest. For the 2111 pupils with data, the average NCE* gain was 7.9. Seventy-one percent of the pupils had gains greater than zero.

The performance objective in mathematics was that pupils would display a greater than expected increase in mathematics skills as indicated by a positive NCE* gain between pretest and posttest. For the 1502 pupils with data, seventy-one percent made positive gains with the average gain being 8.0.

Because of high mobility rates in the institutional programs it is difficult to assess progress. For those pupils who were in the program for an extended time, there were measurable gains.

Pupils in the prekindergarten program were given a range of activities to aid language readiness skills, development of positive self-concept, and physical coordination. Measurement was by the Cooperative Preschool Inventory. Ninety-five percent of the 429 three and four-year olds attained the 50th percentile or above on the posttest. The objective was 80 percent. Ninety-one percent of the three-year-olds gained 10 or more NCE's* from pretest to posttest. Eighty-one percent of the four-year-olds gained 5 or more NCE's*. The objective for both groups was 80 percent.

Wichita may be justly proud of a fine Title I program which has received national recognition. The present program is the result of nearly fifteen years of evolvement. What has not worked has been discarded. This program will continue to evolve and be refined.

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*The normal curve equivalent (NCE) is an equal interval scale ranging from 1-99, with a mean of 50. It was developed for use in Title I evaluations nationwide.

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Dr. Alvin E. Morris, Superintendent

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GENERAL CONTEXT

Wichita, the largest city in the state of Kansas, has a population of approximately 279,352 people. Located in the south-central portion of the state, the city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Wichita is also known as the Air-Capital of the world. The aircraft manufacturing industry is represented by Beech, Boeing, Cessna, and Gates Lear Jet. Oil explorations and refinery operations are important segments of a broadly based economy. In mid-July 1981, within the Wichita Standard Metropolitan Statistical Area (SMSA), from a 225,600 person total labor force, 217,500 were employed and 8,100 unemployed. This unemployment rate is about 3.6%. This compares with 4% last year and 3% the year before.

Serving Wichita's approximately 54,100 school age children are a total of 168 schools. Of these schools, 114 are public, 41 are private or parochial, and 13 are institutional schools for neglected or delinquent children. On September 15, 1980 there were 45,254 children in the public schools. There were another 8,394 pupils in parochial or private schools and 134 institutionalized children. Approximately 327 individuals of school age were not in school. About 13,000 children are from low-income families. The racial composition of the school age population is 72% white; 19% black; and nine percent Hispanic, Asian/American, and American Indian. Budgeted school personnel for fiscal 1980 included 3149.0 certificated and 1964.1 classified positions. A small number of these remained unfilled throughout the year.

The assessed valuation of property in the school district was approximately $962,000,000[1], a figure which has increased steadily until the last two years. The Wichita Public Schools general fund budget for fiscal 1981 was $86,375,000[2]. In fiscal 1979 the per pupil cost of education in terms of average daily attendance was $1,941[3].

An integration plan which involves large scale bussing of pupils has been in effect since the fall of 1971. Under this plan no school is allowed to have more than 25% or fewer than 8% of its pupils from the black population. The Wichita School District was among the first of the fully desegregated large schools systems in the nation. Commencing in the late sixties all secondary schools were completely desegregated. During the 1971-72 school year all the elementary schools were desegregated based upon a local Board of Education lottery plan which replaced with white children those black children who were bussed from schools which had previously been all black.

Source: 1. USD 259 Budget, 1980-81, page 80
2. USD 259 Budget, 1980-81, page 3
3. USD 259 Budget, 1980-81, page 78

02.00

WICHITA PUBLIC SCHOOLS
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A REPORT OF THE

CORRECTIVE READING

PROGRAM

1980-81

Funded by ESEA PL 93-380
Title I
Project 81003

Prepared by
W. E. Turner, Director
Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director

July, 1981

TITLE I ELEMENTARY READING

1980-81

PROGRAM SUMMARY

PARTICIPATION	3,325	Pupils, grades 1-8
ATTENDANCE	127	Average days per pupil
PERSONNEL	35.2	Special Reading Teachers
	1.3	Reading Specialists
	20.24	Instructional Paraprofessionals
	1.0	Secretary
BUDGET	$965,053	Budgeted funds
	$ 412	Approximate cost per FTE pupil

PROGRAM DESCRIPTION: The Title I reading program consists of six phases: Identification, Screening, Diagnosis, Scheduling, Instruction, and Evaluation. Pupils identified as deficient in reading skills receive small group reading instruction. Groups of 3-11 pupils attend 30-45 minutes for 2-5 days per week according to their degree of need.

EVALUATION: The performance objective was that pupils would make a mean gain of 1.0 in grade equivalent or 6.0 NCE gain as measured by the California Achievement Test. Results are below:

GRADE	N	G.E.GAIN (per month)	NCE GAIN
2	597	1.3	13.9
3	518	1.2	6.4
4	375	1.0	5.1
5	335	.8	5.7
6	261	1.1	4.2
7	13	1.1	3.9
8	12	1.5	5.5
TOTALS	2111	1.1	7.9

According to these results the objectives were met at all grade levels except fifth for GE's and at grades two and three for NCE's. The total NCE also exceeded the 6.0 objective.

CORRECTIVE READING PROGRAM, 1980-81

ACTIVITY CONTEXT

The 1980-81 Title I Corrective Reading Program served pupil participants in 34 public and five nonpublic elementary schools. Approximately 3,325 pupils participated an average of 127 days at a budgeted cost of approximately $965,053. Per pupil expenditures on a full time equivalent (FTE) basis of 2,342 pupils were about $412. Grades two and three accounted for about half of the total corrective reading enrollment. Nonpublic participation extended through grade eight. The direct instructional staff consisted of 36.5 FTE Special Reading Teachers and 20.24 Reading Instructional Paraprofessionals.

Evaluation results were based on the California Achievement Reading Test, Form C. The test was administered in early October and again in early May.

Pupils gained an average of 7.9 NCE points and an average of 1.1 months grade equivalent for each month of instruction. Seventy-one percent of all participants met or exceeded the NCE objective.

PROGRAM DESCRIPTION

Scope and Procedures

Target schools were initially identified through a low income survey. Once a school has been identified as a target school, individual pupils eligible for participation in corrective reading are determined on the basis of their Iowa Test of Basic Skills scores in Vocabulary and Comprehension. In the absence of standardized test scores, a pupil may be declared eligible with a diagnostic instrument such as the Sucher-Allred or by teacher judgment based on the pupil's past performance. After needs assessment lists have been developed, teacher case loads are filled by selecting pupils with the greatest need.

The corrective reading program was conducted in 34 public elementary schools, grades one through six, and in five nonpublic elementary schools, grades one through eight.

Participation data for the corrective reading program are shown in Table 02.1. Data are broken down by sex, public or nonpublic, race, and grade. Also shown are the average number of days enrolled, full time equivalent (FTE), enrollment as well as total head counts. Characteristically, the larger enrollments occur at the earlier grade levels starting with second grade. First graders generally did not enter the program until second semester. Compared with participation data of the previous project year, 1979-80, there was a slight increase in overall participation, a slightly lower percentage of boys were participants, more black pupils and increased percentages of Asian, Hispanic, and Indian pupils. Pupils of Asian descent increased more than 70 percent from the previous year. This is a trend which started last year. During 1980-81 there was a slight decrease in the average days enrolled in the program from 133 to 127.

TABLE 02.1

TITLE I CORRECTIVE READING PARTICIPATION

1980-81

GRADE	Sex									Mean Days Enrolled	FTE[1]	Totals
	M	F	Public	Non Public	White/ Other	Asian	Black	Hispanic	Indian/ American			
1	155	121	251	25	199	9	53	11	4	91.5	140.3	276
2	487	406	871	22	513	71	199	83	27	125.2	621.1	893
3	418	287	688	17	408	55	170	61	11	135.5	530.7	705
4	301	241	526	16	278	57	141	58	8	132.6	399.3	542
5	266	256	501	21	277	52	132	51	10	127.7	370.3	522
6	178	177	342	13	189	25	113	20	8	131.5	259.3	355
7	12	7	1	18	13	3	1	2		119.6	12.6	19
8	9	4	0	13	11			2		114.1	8.2	13
Totals												
Number	1826	1499	3180	145	1888	272	809	288	68	126.8	2342.3	3325
Percent	54.92	45.08	95.64	4.36	56.78	8.18	24.33	8.66	2.05			

[1]Full Time Equivalent - Adjusted for time in program.

02.03

Personnel

The staff of the reading program consisted of the following:

32.9	Special Reading Teachers for public schools
2.3	Special Reading Teachers for nonpublic schools
1.3	Reading Specialists for monitoring
20.24	Reading Instructional Paraprofessionals
1.0	Secretary

In the Title I schools there were another 5.9 Special Reading Teachers assigned to meet the requirements of comparability. These 5.9 positions were locally funded.

The Director of Reading provides direction and coordination for reading at all grade levels and in all schools, whether or not federal programs are located within the school.

Procedure

The Title I Corrective Reading program includes six phases:[1]

* IDENTIFICATION:	The Classroom teacher makes referrals on the basis of educational need as evidenced by test scores or observation.
* SCREENING:	The Special Reading Teacher, along with the Nurse, Speech Therapist, and other support personnel, conduct individual and group tests.
* DIAGNOSIS:	The education team analyzes the special needs of the individual student.
* SCHEDULING:	Groups of 3-11 pupils attend for 30-45 minutes 2-5 days a week according to the severity of their handicap: Mild Corrective; Corrective; or Severe Corrective.
* INSTRUCTION:	Individual prescriptions are prepared based on skill weaknesses identified during diagnosis.
* EVALUATION	Students are phased into the program as needs arise and out as goals are met, through an ongoing process of evaluation utilizing formal instruments such as the California Achievement Test and informal ones such as the Sucher-Allred Inventory.

[1]Pamphlet - "TOCR - Title One Corrective Reading in Wichita", 1978

Budget

A. Salaries

36.5	Special Reading Teachers	$722,256	
	Substitute pay	13,793	$736,049
20.24	Reading Instructional Para-professionals	149,236	
	Substitute pay	2,985	152,221
1.0	Secretary	9,744	
	Substitute pay	195	9,939
	Training Workshops		3,527
	Parent Inservice		1,250
	SUBTOTAL		$870,408

B. Contracted Services

Instructional Program Improvement	12,287	
Maintenance and Repair Equipment	700	
SUBTOTAL		12,987

C. Other Expenses

In-district travel	1,980	
Out-of-district travel	4,750	
Supplies	15,150	
Classroom supplemental books/mag.	3,400	
Parent training materials	4,300	
Equipment, additional	1,950	
Equipment, replacement	1.200	
Kits/sets, additional	16,350	
SUBTOTAL		49,080
TOTAL		$965,053

Considering a full time equivalent enrollment of 2343 for corrective reading instruction, the per pupil expenditure for reading services was $412. This compares favorably with the guideline that at least $300 per pupil expenditure is necessary in order to achieve a satisfactory level of concentration of service.

EVALUATION

OBJECTIVE No. 1: By the end of the year, ESEA Title I reading students (second through eighth grade) will make a mean gain of 6.0 NCE's as measured by the total reading score on the California Achievement Test, Form C.

EVALUATION: The California Achievement Test, Form C, Total Reading Battery was administered pretest to corrective reading pupils during the week of September 29 - October 3, 1980 and posttest during the week of May 4-8, 1981. Pupils in grades two through four were tested with on-grade level tests while fifth graders and above were given a test one grade below grade placement. Testing was done in the reading lab in small groups. Tests were scored by the special reading teacher or aide for immediate classroom diagnostic use.

Individual pupil responses were entered into the computer for scoring and to provide item analysis. This procedure also provided a double check on hand scoring at the school level.

Tables 02.2, 02.3, and 02.4 show summary results for the 1980-81 reading program.

While grade equivalent scores were not a part of the evaluation data required by the state evaluation plan, these data were also analyzed and reported for local use.

The time interval from pretest to posttest was seven months therefore grade equivalent gains were divided by seven to convert them to monthly gains with the objective being one month's G. E. gain for each month of corrective reading instruction. G. E. monthly gains ranged from .8 for fifth grade to 1.5 for eighth grade with 1.1 overall. Pupils who would have been classified as "Severe Corrective" in previous years were included in these gains.

Normal Curve Equivalent (NCE) gains ranged from 3.9 for sixth grade to 13.9 for second grade. By definition, pupils who receive no compensatory treatment should, through normal growth rates, achieve a zero NCE gain. With compensatory treatment, gains greater than zero are attributable to the special program.

TABLE 02.2

COMPARISON OF PRETEST AND POSTTEST GRADE EQUIVALENTS
TITLE I CORRECTIVE READING 80-81
CALIFORNIA ACHIEVEMENT TEST*
GRADES 2-8

Grade	N	Mean Grade Equivalents		Gain Months	Monthly Gain (Col. 5 ÷ 7)
		Pretest	Posttest		
2	597	1.50	2.40	9.0	1.3
3	518	2.05	2.86	8.1	1.2
4	375	3.30	4.00	7.0	1.0
5	335	3.76	4.33	5.7	.8
6	261	4.29	5.04	7.5	1.1
7	13	5.49	6.28	7.9	1.1
8	12	7.03	8.09	10.6	1.5
Totals	2111			7.7	1.1

* 80-81 - grades 2-3-4- tested on grade level

grade 5 + tested one grade below grade level

TABLE 02.3

COMPARISON OF PRETEST AND POSTTEST NCE's
TITLE I CORRECTIVE READING 80-81
CALIFORNIA ACHIEVEMENT TEST*
Grades 2-8

Grade	N	Mean Normal Curve Equivalents		
		Pretest	Posttest	Gain (Loss)
2	597	28.41	42.33	13.92
3	518	31.19	37.55	6.36
4	375	31.79	36.93	5.14
5	335	30.33	36.05	5.72
6	261	31.45	35.69	4.24
7	13	36.17	40.05	3.88
8	12	39.89	45.43	5.54
Totals	2111	30.48	38.38	7.90

* 80-81 - grades 2-3-4- tested on grade level

grade 5 + tested one grade below grade level

The larger the NCE gain, the larger the treatment effect. Table 02.4 shows a frequency distribution of NCE gains earned by individual pupils.

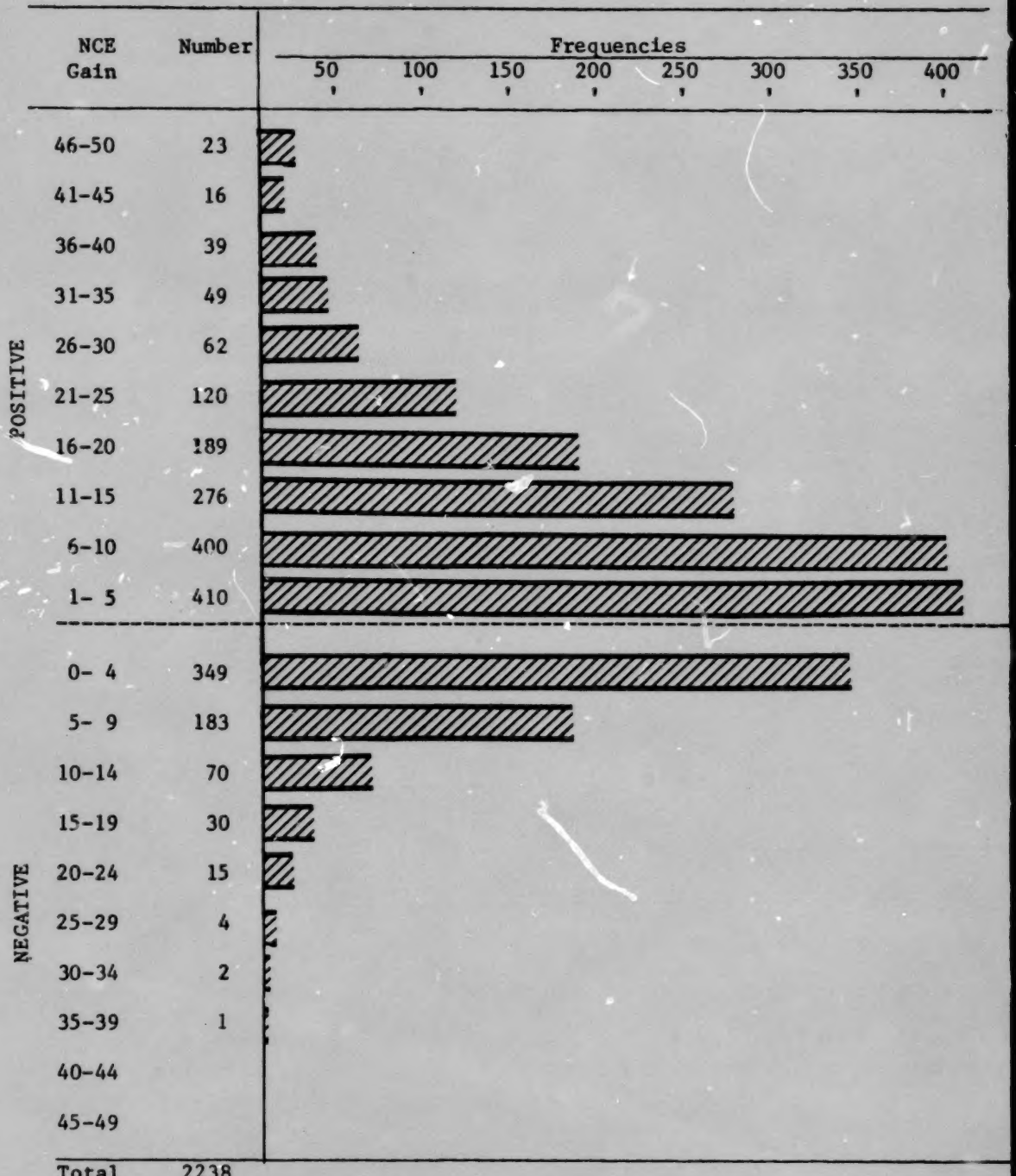
Pupil results were more positive for 1980-81 than for 1979-80 hence the average NCE gain went from 4.8 to 7.9. Seventy-one percent of the pupils made gains greater than zero. This compares with sixty percent for the previous year.

OBJECTIVE No. 2: Corrective reading pupils will increase their instructional reading grade level at least one month per month of instruction as measured by an informal reading inventory and/or teacher judgment.

EVALUATION: Corrective reading teachers provided information for the evaluation of this objective by rating each pupil pretest and posttest on the pupils estimated instructional reading grade level. These data are shown in Table 02.5. For 2241 pupils rated, the mean G. E. gain was 1.3. For a seven to eight month interval this gain is quite favorable. Only the first grade group did not meet this objective. Distributions of the gains are shown in Table 02.6. The modal interval was 1.0 to 1.4 months gain with 30.9 percent of the pupils falling in this category.

TABLE 02.4

FREQUENCY DISTRIBUTION OF NCE GAINS
TITLE I READING 80-81
CALIFORNIA ACHIEVEMENT TEST
Grades 2-8



The average NCE gain is 7.9.

Seventy-one percent of the participants made greater than zero NCE gains

TABLE 02.5

COMPARISON OF PRETEST AND POSTTEST GE's
BASED ON INFORMAL READING MEASUREMENTS
TITLE I CORRECTIVE READING, 1980-81

GRADE	N	Pre GE	Post GE	GAIN
1	120	.9	1.5	.6
2	632	1.0	2.1	1.1
3	484	1.2	2.8	1.6
4	384	2.3	3.5	1.2
5	347	3.0	4.3	1.3
6	254	3.7	5.1	1.4
7	13	5.3	6.3	1.0
8	7	7.2	8.3	1.1
TOTAL	2241			1.3

TABLE 02.6

FREQUENCY DISTRIBUTION OF INSTRUCTIONAL READING GRADE LEVEL GRADE EQUIVALENTS
BASED ON INFORMAL MEASUREMENTS
TITLE I CORRECTIVE READING, 1980-81

GRADE	NUMBER PUPILS	Gains in Grade Equivalents					
		Loss or No Gain	.1 to .4	.5 to .9	1.0 to 1.4	1.5 to 1.9	2.0+
1	120	12	54	27	17	5	5
2	632	30	78	145	203	92	84
3	484	21	48	116	155	88	56
4	384	22	25	97	106	64	70
5	347	7	31	76	105	51	77
6	254	4	10	41	101	25	73
7	13	1	11				1
8	7				6		1
TOTAL	2241	97	257	502	693	325	367
Percent		4.3	11.5	22.4	30.9	14.5	16.4

In addition to the regular corrective reading program, an experimental pilot first grade reading project was continued for the second year after having gotten off to a slow start in December of 1979 of the previous school year.

The pilot program operated in five Title I schools as a part of the "self contained" first grade program rather than as a "pull out" program. Pupils selected were those who showed the most need based on a screening of the following five categories:

a. recognition of sixteen high frequency words
b. consonant recognition and sounds - Brigham Young
c. vowel recognition and sounds
d. Betts Ready to Read Test
e. color word recognition

Instructional sessions of about 20 minutes were carried out in small groups of 4-6 pupils each school day. The pilot group worked with the Title I special reading teacher in an area set aside in the classroom while regular classroom continued. Pupils working with the SRT also received reading instruction from the regular teacher thus making the pilot project supplementary to regular instruction.

Evaluative data from this program were largely subjective. Pre-post California Reading Test, Form C, Level 10 results were obtained on only fourteen pupils of approximately 135. Their mean raw score increased from 103 to 114 for an eleven point gain.

Participation data were available from four of the five schools in this project. This represented 104 pupils. Eleven moved out of Wichita during the year. The remaining 93 pupils were enrolled in the pilot project for an average of 117 days. The range was from four to 171 days. About one-half of the pupils were in the program 150 days or more.

Two short questionnaires were distributed by the reading office staff, one to parents and the other to teachers. Tabulations from these results follow:

PARENT QUESTIONNAIRE: (39 responses returned)

1. Were you aware that your child received additional reading instruction in his/her classroom?

   Yes 32 No 7

2. Does your child tell you about the activities he/she participates in during this special reading activity?

   Yes 17 No 20 Sometime 2

TEACHER QUESTIONNAIRE: (10 responses)

1. The screening that took place for first grade was adequate.

   Yes 8 No 2

2. The instrument (CAT Level 10) for program evaluation is adequate.

   Yes 8 No 1

3. Planning for personalized instruction is a team effort. (Special Reading Teacher or Paraprofessional and Classroom Teacher.)

   Yes 9 No

4. The materials purchased initially for the "First Grade Pilot Projects" have been useful.

   Yes 10 No

5. You have noticed improvement in the students' overall reading achievement.

   Yes 10 No

Most respondents were generally favorable toward the program.

COMMENTS AND RECOMMENDATIONS

The Wichita Title I Corrective Reading Project has completed its fifteenth year of service to pupils in need of reading remediation. During these years the thrust has undergone some changes. It has moved from a broad, global approach to greater concentration of services. It has moved from serving pupils with the most likelihood of success to those with the greatest academic need as shown by ranked lists. It has moved from a "follow-the-child" concept of the seventies to a "target-area" concept of the later seventies. These changes have been brought about by experience and/or improved regulations.

New challenges of the eighties will probably mean that the reading program along with most other federally funded projects will have to "make-do" with fewer dollars. Supplies and materials may have to be cut back. Perhaps this is an area where parent volunteers might fit in to help with the preparation of low cost locally prepared materials.

With the possibility of further deregulation and a possible move into a block grant situation it is imperative that local planners try to maintain the basic tenet of Title I -- that the service is for educationally deficient pupils residing in low income areas. The temptation to use Title I funds to offset local funding to hold down local mill levies must be resisted. We must not lose sight of the fact that this is a nationally recognized project which has been disseminated to many parts of the United States. The current gains being made by participants could not be maintained in a diluted situation.

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

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A REPORT OF THE

ELEMENTARY MATHEMATICS PROGRAM

1980-81

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Title I
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TITLE I ELEMENTARY MATHEMATICS
1980-81
SUMMARY

PARTICIPATION	3,461	LAB Pupils, grades K-8
	193	RID*Pupils, grades 4-6
ATTENDANCE	127	Average Days/Yr. in LAB for grades 1-8
	125	Average Days/Yr. in LAB for Kdg.
	133	Average Days/Yr. in RID for grades 4-6
PERSONNEL (FTE)	8	Mathematics Instructional Specialists
	2.7	Special Math Teachers
	2	Coordinator and Ass't Coord. of MIPs
	43	Mathematics Instructional Paraprofessionals
	2	Secretaries
BUDGET	$616,818	Budgeted funds
	$ 169	Approximate cost per pupil

PROGRAM DESCRIPTION

Pupils who need extra math instruction are scheduled into the lab for 30 minute sessions twice weekly. In the lab, paraprofessionals follow the teacher's instructional plan for each pupil through semi-individualized skills reinforcement games and activities designed to capture the pupil's interest. Fourth, fifth, and sixth grade pupils in eight of the schools, who have the greatest deficiencies, participate in the RID component. In RID, certificated math specialists provide concentrated, individualized, remedial math instruction.

EVALUATION

The performance objective was that 80% of the kindergarten pupils would score 48 of a possible 60 points on the post test (math readiness skills). The kindergarten pupils made a mean raw score gain of 15 points.

Eighty percent (80%) of the first grade students scored 48 of a possible 60 points. First graders obtained a mean raw score gain of 15 points on the locally developed first grade test.

The performance objective for grades 2-8 was a mean NCE** gain greater than zero on the Computation subtest of the California Achievement Test, Form C.

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*Remediating Individual Deficiencies

**The Normal Curve Equivalent (NCE) is an equal-interval, normalized, standard score ranging from 1 to 99, with a mean of 50 and a standard deviation of 21.06. It was developed for use in Title I evaluations nationwide.

EVALUATION
(Continued)

	LAB		RLD	
	NCE Gain (Loss)	GRADE EQUIVALENT Gain per month	NCE Gain (Loss)	GRADE EQUIVALENT Gain per month
2	10.0	1.4		
3	7.8	1.9		
4	10.7	1.0	15.5	1.3
5	6.6	1.3	5.8	1.0
6	5.9	1.7	8.8	1.4
7	0.0	1.3		
8	(3.5)	0.0		
OVERALL	8.0	1.5	10.3	1.2

ACTIVITY CONTEXT

Program planning and curriculum development for the mathematics program began in 1970. The Title I Mathematics Program was implemented in the fall of 1971, after a year and half developmental phase. It was initiated on a pilot basis in one school. At that time, the program was designed for primary pupils only. During the 1971-75 school year, the program was expanded to include intermediate level pupils. Each year the program has grown. At the present, the philosophy and methods of the Elementary Mathematics Program are being used in every elementary school in the district.

PROGRAM DESCRIPTION

Scope

Pupils from 34 Wichita public and 3 private elementary schools participated in the math lab program. Pupils from 6 public schools participated in the RID program. The pupils with the most severe educational need in mathematics skills development were selected to participate. The participants ranged from kindergarten through the eighth grade.

Personnel

The Title I funded Elementary Mathematics Program staff of 1980-81 consisted of a coordinator of Title I mathematics, 8 math instructional specialists (MIS), 2 special math teachers, 45 math instructional paraprofessionals (MIP), a coordinator of instructional paraprofessionals, an assistant coordinator, and 2 secretaries. Classroom teachers form an integral part of the Title I Elementary Mathematics Program, but are funded from local sources. The Wichita Public Schools Coordinator of Mathematics serves as the program director,and is also funded locally.

Job Descriptions

The job descriptions of some of the program positions appear below in abbreviated form.

The Classroom Teacher:

Teaches mathematics to Title I pupils in the classroom
Identifies those pupils needing additional math concept reinforcement in the lab
On a weekly basis, informs the MIP in writing of the concepts to be reinforced with each lab group
Participates in program inservice training
Sends pupil program reports home to parents

The Special Mathematics Teacher (SMT)

Assists the classroom teacher in selecting pupils for the RID program
Diagnoses computation skill deficiencies and teaches basic skills to pupils in the RID program
Works with the classroom teacher to develop an educational plan for each pupil in the RID program
Administers program tests
Keeps performance records and sends reports to parents regularly

The Math Instructional Specialist (MIS)

Is a certificated teacher
Assists the classroom teacher in developing plans for the program implementation
Observes math lessons periodically to insure the continued high quality of the instructional program.
Assists in program dissemination to school personnel and parents

The Math Instructional Paraprofessional (MIP)

Administers written and oral tests
Constructs visual aids and instructional games
Works with pupils in the lab as directed by the teacher
Conducts math lab tours for teachers and parents
Assists with parent communication forms

The Coordinator of Paraprofessionals

Supervises the paraprofessionals
Assists the paraprofessionals in assuming their responsibilities
Directs the paraprofessional inservice training

Inservice Activities and Program Dissemination

Inservice workshops and training sessions are an integral part of the mathematics program. In addition to the continual staff support provided by the specialists, several workshops are held throughout the year for teachers and paraprofessionals. Specialists also present the program to educators throughout the state and at regional and national meetings of teachers of mathematics.

In addition to numerous presentations of this nature, Title I math specialists and paraprofessionals plan and conduct a "Math Fair" each fall. The 1980-81 fair theme was "Math Roundup" and 280 persons from Wichita and surrounding towns attended the fair.

A very important channel for disseminating program information is the math newsletter, Math Exchange. Published five times a year, the newsletter provides teachers with program news and new ideas for teaching math concepts.

During 1980-81, 12 persons completed a four day workshop which trained them as substitute Math Instructional Paraprofessionals. Having trained substitutes available reduced the occurrence of closed labs due to a paraprofessional's absence.

Pupil Selection

Once schools are identified as Title I eligible, participants must be selected on the basis of educational need. Test scores from the district-wide testing program are used in the needs assessment process. Those pupils without scores are rated by the classroom teacher according to a standard rating scale. Pupils scoring below designated cut-points are eligible for Title I services:

Grade	Test	Cut-Point
K	Local Skills Checklist	50 percent of items correct
1	Metropolitan Readiness Test (Quantitative)	Raw score of 12
2	Metropolitan Readiness Test (Quantitative)	50th Percentile
3	Metropolitan Achievement Test (Total Math)	40th Percentile
4-6	Iowa Tests of Basic Skills (Arithmetic Computation)	30th Percentile

The pupils are ranked according to test scores. The pupils with the lowest scores are scheduled into the lab first. Those pupils who cannot be scheduled are placed on a waiting list until a vacancy occurs in the lab.

Procedures

Each mathematics instructional paraprofessional is assigned to an elementary school. In each school, a math lab is set up to provide a place for supplementary math instructions and for the instructional materials. Most of the paraprofessionals' time is spent working with pupils in the math labs.

Students identified on the basis of achievement test results and/or teacher recommendation as needing additional mathematics help are scheduled into the mathematics laboratory program. The laboratory experience is additional to regular classroom math instruction.

Lab participants attend the lab twice a week. Kindergarten pupils attend 20 minutes sessions. Other pupils attend 30 minutes sessions. A full caseload for each praprofessional is considered to be 72 pupils. The pupil to paraprofessional ratio in the lab is usually four to one.

Procedures

The specialists are based at the Murdock Teacher Center. The Specialists visit the math labs and classrooms regularly and as requested. They suggest instructional strategies and provide inservice support to the paraprofessionals and to the classroom teachers.

The Special Math Teachers and selected Math Instructional Specialists provide compensatory math instruction in the lab to the pupils in the RID component of the program. RID pupils are fourth through sixth graders in six selected schools who have demonstrated the greatest need for extra math instruction. They typically have test scores at or below the ninth percentile on the Iowa Test of Basic Skills, Math computation subtest.

Instructional Equipment and Supplies

In the Elementary Mathematics Program, the sole use of standard text books is discouraged. In 1971, the Wichita Public Schools Division of Curriculum Services published a program of mathematics for the elementary grades. This program was revised in 1971 and again in 1975. The booklet of activities is called "M4" which stands for Math, Methods, Materials, and Magination. The book contains teaching strategies for each mathematical concept. The program also provided interest center activities, instructional games, worksheets, and a measurement instrument for each concept.

Many of the instructional materials used in the programs are made by the teachers and the paraprofessionals. Games are used to reinforce mathematics concepts because they hold the pupil's interest. Popular games are frequently modified by incorporating a math drill. Literally hundreds of activities have been developed locally.

Parent Involvement

The staff urges members of the schools' communities to take an active interest in the Title I mathematics program. A new approach to helping parents work with their children on math skills was used in Title I schools this year. In the past, specialists, paraprofessionals, and parent involvement workers worked cooperatively and held large math workshops at each Title I school for all parents. This year, since the parent resource center is open and available to Title I parents three days a week, large workshops at each building are no longer required.

Parent involvement workers now conduct mini workshops for parents. Mini workshops are planned for one to six parents and focus on specific needs of the student.

The Title I staff also seeks parent involvement in program development, monitoring, evaluation, and dissemination. The math task force was initiated five years ago to encourage additional parent input in program planning.

School-Home Communication

The task force members spent a great deal of time three years ago, developing and refining communication forms to be sent to parents of pupils in the Title I programs. The Participation Form notifies the parents that their child is eligible for the math lab program. The Math-O-Gram is filled out by the classroom teacher each quarter and informs the parents of their child's progress and the skills that need strengthening.

A question was put to the MIPs to determine the value of the Math-O-Gram. Each MIP was asked, "Do you (MIP) have any comments or observation on the Math-O-Gram procedures in your building?" The responses are summarized below:

. . I think the parents appreciate getting the Math-O-Gram - they just forget to send it back.

. . Teachers are very good to send Math-O-Grams home. We need a little more time for 2nd nine weeks.

. . We have conferences instead of report cards, so parents looked at Math-O-Gram with the teacher there and I only received nine out of 44 back.

. . I cannot find any Math-O-Grams for 1st nine weeks, but have eight for 2nd nine weeks.

. . It seems to work fairly well with them going out at grade card time.

. . The first nine weeks I got about 10 back.

. . The returns are better when a reward is offered!

. . Mainly, we're not getting them back. All 14 from the 2nd nine weeks came from A-unit.

. . One third grade teacher in the Follow Through Program here did not send them home the 2nd nine weeks because she felt they were a duplication of what she filled out on the report forms she sent home.

. . I had more difficulty getting returns. The first time I had to send out seven twice. This time I sent out seven twice and of those I sent five out three times. I used a reward system to get them back, too.

. . The 1st nine weeks the teachers forgot - they also had just had parent conferences. The 2nd nine weeks, I asked the secretary when report cards went out and made them out myself, but as you can see very few came back. The MIP's need a reminder sent to the buildings that report cards are going out.

. . The biggest majority of parents do not read them and do not care.

. . I feel some teachers in my building never bother to send Math-O-Grams with report cards.

School-Home Communication
(Continued)

. . I wonder if its worth all the trouble collecting them.

. . Only half of the teachers I work with sent them out. Most of the teachers at Colvin were upset; they felt that the letter sent to them was an order to send out Math-O-Grams - not a request.

. . The Math-O-Gram is sent out very reluctantly by most teachers, and some of them put no comment at all on it, just check a couple of things they are working on. I think the parents then just treat them the same way. I pushed for getting them back this time a little more.

. . Several teachers did not send them home. They seem to be very negative about them.

. . Math-O-Grams should be deleted from the programs but since that is not possible, No comment!

. . Most teachers feel the report card is sufficient. This is added paper work and they would rather send the report home on the grade card.

. . Most teachers don't like them.

. . Most of the teachers do not like to send these out. The kindergarten teachers complain that they have to add to the list of concepts because the Math-O-Grams doesn't cover kindergarten skills.

. . The teachers were unhappy about wording on a memo about sending them ou (Sorry)

Rate of Parent Response to the Math-O-Gram Communication Form

February 1981
Title I Elementary Mathematics Program

	1st Nine Weeks	2nd Nine Weeks
Approx. Number Sent to Parents Total	2,379	2,289
Percentage of Total which was returned	36%	24%
Percentage of Total which was returned with a parent comment	3%	9%
Percentage of returned which was returned with a parent comment	10%	9%

MATH TASK FORCE

The formal responsibilities of task force members have been outlined as follows:

1. Participate in task force meetings
2. Share concerns from the School
3. Report task force activities to PAC
4. Arrange for a substitute if unable to attend
5. Contribute to the planning of the informational meeting

All other parents and staff were encouraged and welcome to attend the meetings. The task force met five times during the year.

The task force members developed a parent math book entitled, Rx for Home Remedies or Everything You Wanted to Know About Teaching Math at Home But Were Afraid to Ask. It was available to parents during 1980-81. There is also a book for math instructional paraprofessionals called M4 ("Math to the fourth power").

The attendance figures for the five meetings are displayed in Table 03.1. Similar to the preceding year, however, the attendance showed a steady decline as the school year progressed.

TABLE 03.1

ATTENDANCE AT MATH TASK FORCE MEETINGS
TITLE I ELEMENTARY MATHEMATICS
1980-81

Date	Parents	Staff
November 5, 1980	23	16
January 7, 1981	13	11
February 4,1981	9	11
March 4, 1981	7	11
April 1, 1981	5	10

Average Number of Parent representatives in attendance = 11
Average Total Attendance = 22

TABLE 03.2
LAB
PUPILS BY RACE AND GRADE
TITLE I ELEMENTARY MATHEMATICS
1980-81

Race \ Grade	K	1	2	3	4	5	6	7	8	Totals	Percentage
White and Other	357	381	197	411	202	259	213	6	1	2027	59
Asian	29	35	19	18	15	21	16	2	0	155	4
Black	149	170	126	170	104	112	107	1	0	939	27
Hispanic	31	40	42	70	41	33	14	2	2	275	8
Indian	14	9	9	10	3	14	6	0	0	65	2
TOTALS	580	635	393	679	365	439	356	11	3	3461	
PERCENTAGE	17%	18%	11%	19%	11%	13%	10%	<1	<1		

03.10

TABLE 03.3
RID
PUPILS BY RACE AND GRADE
TITLE I ELEMENTARY MATHEMATICS
1980-81

Race \ Grade	4	5	6	Totals	Percentage
White and Other	35	39	28	102	53%
Asian	2	6	2	10	5%
Black	22	20	19	61	32%
Spanish	6	6	3	15	8%
Indian	3	2	0	5	3%
TOTALS	68	73	52	193	
PERCENTAGE	35	38	27		

03.11

Budget

A.	SALARIES		$533,728
	8 Math Instructional Specialists	$ 158,861	
	2.7 Special Math Teachers	46,065	
	45 Math Instructional Paraprofessionals	290,648	
	Substitute Math Instructional Paraprofessionals	6,448	
	2 Secretaries	18,202	
	Clerical Substitutes	1,000	
	Stipends Preservice and Inservice Training	11,254	
	Babysitting/Parent Activities	1,250	
B.	CONTRACTED SERVICES		$ 2,843
	Consultant	500	
	Equipment Maintainance & Repair	172	
	Telephone	1,171	
	Computer	1,000	
C.	OTHER EXPENSES		$ 80,247
	In-District Travel	7,353	
	Out-of-District Travel	2,200	
	Supplies	44,044	
	Parent Training Materials	3,800	
	Equipment, Additional	22,800	
	Equipment, Replacement	50	
	Total		$ 616,818

Based on the total unduplicated count of 3,654 participants, the budgeted cost of the program was $168.81 per pupil. This figure represents a seven percent increase over the previous year's budgeted per pupil cost. These figures are based on budgeted amounts, as actual expenditures were not available.

EVALUATION

Pupil Participation

A total of 3,654 pupils participated in the math program. Of that number, 193 pupils participated in the RID component. Table 03.2 decribes the lab pupils by race and grade. Similar information for RID participants appears in Table 03.3.

Although there were slightly fewer participants than during the previous year, the distribution among races and grades remained fairly stable. There

was a slight increase in the number of kindergarten participants this year and a slight decrease in the category "white and other". There is no obvious reason for this, since there were no major changes in the program.

Table 03.4 shows the average days LAB and RID students participated in the math program according to grade level. Participation was about equal at all grade levels.

TABLE 03.4
PARTICIPATION
TITLE I ELEMENTARY MATH LAB AND MATH RID
1980-81

GRADE	AVERAGE DAYS IN PARTICIPATION LAB	RID
K	125.3	
1	129.4	
2	119	
3	133.1	
4	131.7	137.4
5	125.6	125.8
6	117.1	137.3
7	128.9	
8	121.3	

Pupil Performance

The performance objectives for the math lab program were expanded from the previous year. The objective for pupils in grades 2-8 was similar, but the objectives for kindergarten and first grade pupils were altered to follow the instructional programs more closely. Since a standardized test was not required for the evaluation at the K-1 grade levels, it was decided to conduct program testing with locally developed criterion referenced tests at those two grade levels.

PERFORMANCE OBJECTIVES

Kindergarten — By the end of the school year, 80% of the kindergarten pupils with pre and posttest scores will posttest on the locally developed kindergarten test, with a minimum raw score of 48 of a possible 60 points, or will make a raw score gain of at least 15 points.

First Grade — By the end of the school year, 80% of the first grade pupils with pre and posttest scores will posttest on the locally developed first grade test, with a minimum raw score of 48 of a possible 60 points, or will make a raw score gain of at least 15 points.

Second through Eighth grades — Pupils will achieve a mean NCE* gain greater than zero between pretest and posttest on the computation subtest of the California Achievement Test.

Kindergarten Results

The test used for program evaluation at the kindergarten level is the same instrument used for pupil selection. The kindergarten test consisted of 60 orally administered items dealing with math readiness skills. A raw score of 48 or better corresponds to 80% mastery. Thirty Title I schools reported scores for kindergarten lab participants.

544 kindergarteners took the PRETEST

2 kindergarteners achieved the mastery objective

.4% achieved the objective PRETEST

450 kindergarteners took the POSTTEST

255 kindergarteners achieved the mastery objective

57% achieved the objective POSTTEST

26.6 Pretest Mean Raw Score

48.5 Posttest Mean Raw Score

422 Kindergarteners had both pretest and posttest scores

The performance objective of 80% of the pupils achieving mastery was not achieved, but the posttest mean raw score did reach the mastery level.

The kindergarten criterion test was not used for program evaluation during 1977-78 or 1978-79. It was, however, used prior to those years.

Kindergarteners Results
(Continued)

By way of comparison, in 1975-76, 77% of the kindergarten math lab participants achieved the mastery level. The following year, in 1976-77, 84% of the kindergarteners achieved mastery. The mastery figures for these years are not strictly comparable, however. During 1975-76 and 1976-77, the objective was also achieved if 15 points were gained, regardless of mastery level. That part of the objective accounted for much of the larger percentages of mastery for those two years.

First Grade Results

The test used for program evaluation at the first grade level was developed for the 1979-80 school year. In addition to its use in Title I evaluation, it was designed to be useful as a diagnostic tool to aid teachers in constructing individual instructional programs. The first grade test consists of 60 items dealing mainly with basic addition and subtraction, and number concepts. A raw score of 48 or better corresponds to 80% mastery. Thirty-two Title I schools reported scores for first grade lab participants.

516 first graders took the PRETEST
4 first graders achieved the mastery objective
1% achieved the objective PRETEST

504 first graders took the Posttest
323 first graders achieved the mastery objective

64% achieved the objective POSTTEST
25.7 PRETEST Mean Raw Score
49.2 POSTTEST Mean Raw Score
407 first graders had both pretest and posttest scores

First graders fell short of the performance objective since 64% rather than the stated 80% of the pupils attained the mastery level. Since the test instrument used at the first grade level had not been administered prior to the 1979-80 school year, the performance of this year's first grade participants could not be compared with the previous years. In comparison to 1979-80, they came close at 67% but did not achieve the performance objective of 70% of the participants achieving mastery.

Second grade through Eighth Grade

The California Achievement Test, Form C, computation subtest, was administered pretest to math lab pupils during the week of September 29 - October 3, 1980, and posttest during the week of May 4 - May 8, 1981. The norming dates dictate when these tests should be given. Pupils in grades 4 - 8 took tests corresponding to one grade below grade level. Grades 2 and 3 took on-level tests.

TABLE 03.5
COMPARISON OF PRETEST AND POSTTEST MEAN NCE SCORES
CALIFORNIA ACHIEVEMENT TEST RESULTS
TITLE I MATHEMATICS LAB
1980-81

GRADE	PUPILS	PRETEST		POSTTEST		NCE GAIN	LAST YEAR's GAIN
		PERCENTILE	NCE	PERCENTILE	NCE		
2	210	24	34	41	44	10.0	-2.2
3	492	21	33	39	41	8	-4.8
4	245	13	27	30	38	11	10.6
5	294	19	31	31	38	7	8.1
6	250	25	37	39	43	6	9.1
7	10	42	46	44	46	0	14.7
8	1	25	35.8	20	32.3	-3.5	3.9
TOTALS	1,502			Average		8.0	3.2

03.16

Second grade through Eighth Grade
(continued)

Test responses were entered into a disk file and machine scored using locally developed computer programs. Because most of the tests were administered out of level, the raw scores were converted to expanded scale scores; mean scale scores were used to derive grade equivalent scores and percentile ranks from the in-level norms. NCE scores were derived from the percentile ranks.

The assumption is that pupils who receive no compensatory treatment should, through expected growth rates, achieve a zero NCE gain. Gains greater than zero will be attributed to the compensatory program. The control group in this design is considered to be the norm group for the standardized test.

The summary statistics for NCE gains appear in Table 03.5. The overall mean NCE gain was greater than the gain made by the previous year's participants. There was quite a difference, however, among the mean grade scores by grade. The gain scores at grades two and three far exceeded those of last year. Grade four's gain score remained almost the same as the previous year (.4 less). The gain scores at grades 5-7 were less than the previous year, while the gain score at grade eight was negative.

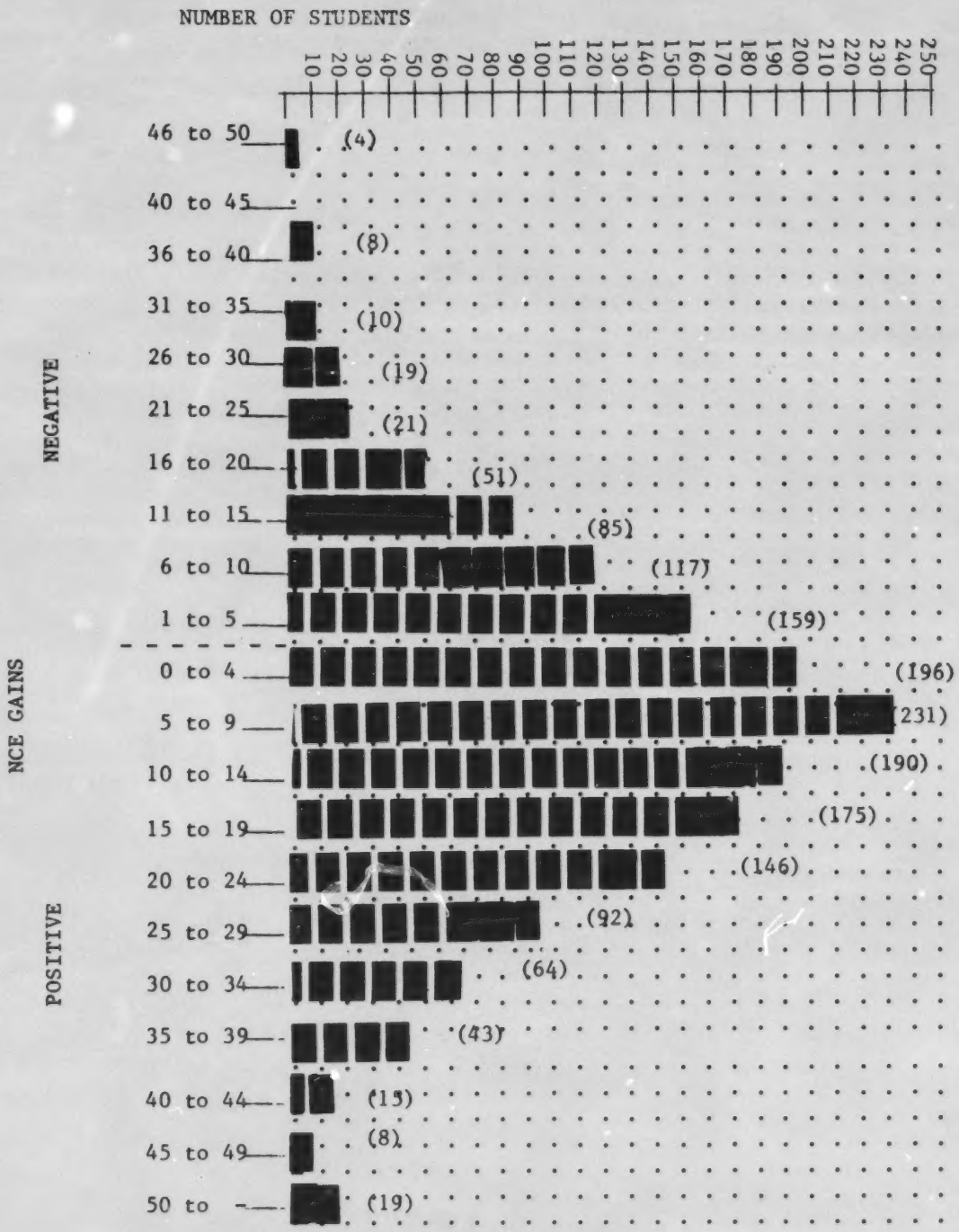
Upon reviewing the test data for grades two and three, it was apparent that the gains made by them far exceed those from 1979-80. The reason for this is obvious, since last year grades two and three were tested at one level lower than their grade level and this resulted in a phenomenon known as the "ceiling effect". In other words the test was so easy students were able to answer correctly more than 3/4 of the test on pretest and this caused negative gains.

The gain scores achieved by the fourth graders were greater than those of the previous year. The gain scores of grades five through eight were all lower than last year's, especially the scores of the seventh and eighth graders, which were significantly lower. Reasons for this decrease in gain scores are not obvious; there have been no major changes in the program. The pretest mean NCE score (32.5) was exactly equal to that of last year's, indicating that the functional level of the participants was about the same.

Table 03.6 graphs the distribution of NCE gain scores for second through eighth grades. Nearly three-fourths of the participants made zero or greater NCE gains. Individual gains ranged from -46 to +50.

TABLE 03.6

FREQUENCY DISTRIBUTION OF NCE GAINS
TITLE I ELEMENTARY
MATH LAB AND RID
1980-81



Total 1653

The average NCE gain is 8.0 for LAB and RID together.
71 percent of the participants made zero or greater NCE gains.

Although not specified by the performance objectives, grade equivalent scores were calculated for each grade level. Table 03.7 presents the mean grade equivalent scores for grades 2-8. Mean grade equivalent gains range from 0 months for the eighth grade to 13 months for the third grade. While the third grade participants made the largest mean gain, it was the second and seventh graders that started the year very close to being on grade level. Gains in months are divided by seven (in the far right column) to find the month gain per month in the program, since seven months elapsed between pretest and posttest. The overall gain was 1.5 months for each month in the program, which was very similar to the previous year's grade equivalent gains.

TABLE 03.7

LAB
COMPARISON OF PRETEST & POSTEST GRADE EQUIVALENTS
CALIFORNIA ACHIEVEMENT TEST (FORM C) COMPUTATION
TITLE I ELEMENTARY MATHEMATICS
1980-81

		Mean Grade Equivalents		Gain in in Months	Gain per month (Gain ÷ 7)
GRADE	N	PRETEST	POSTTEST		
2	210	1.6	2.6	10	1.4
3	492	2.3	3.6	13	1.9
4	245	3.3	4.0	7	1.0
5	294	4.0	4.9	9	1.3
6	250	5.0	6.2	12	1.7
7	10	6.6	7.5	9	1.3
8	1	6.9	6.9	0	0
TOTAL	1502				
GRAND MEANS				11	1.5

RID - Remediating Individual Deficiencies

The RID component of the math program differs in some ways from the larger program, so RID data are presented separately in Table 03.8. Pupils in the RID component achieved the performance objective. The mean NCE gains ranged from 5.8 to 15.5, the overall gain being 10.3 NCE's. A total of 140 pupils had complete test data, which is a 20% decrease from the previous year. There was not a great difference from last year in the number of participants in this year's math program, so the decrease must be due to the fact that not as many pupils were actually able to be tested. The mean gains achieved by the RID pupils are greater than those made by the lab pupils and less than the gains made by RID pupils the previous year.

TABLE 03.8

RID
COMPARISON OF PRETEST & POSTTEST MEAN NCE SCORES
CALIFORNIA ACHIEVEMENT TEST RESULTS
TITLE I ELEMENTARY MATHEMATICS
1980-81

GRADE	PUPILS	PRETEST		POSTTEST		NCE GAIN	LAST YEAR GAIN
		PERCENTILE	NCE	PERCENTILE	NCE		
4	52	7	20.8	30	36.3	15.5	12.4
5	44	14	26.8	24	32.6	5.8	11.8
6	44	13	25	26	33.8	8.8	13.3
TOTAL	140				Averages	10.3	12.4

Although grade equivalent gains are not specified in the performance objective, the mean scores were converted to mean grade equivalent scores which appear in Table 03.9. The mean gains from pretest to posttest are presented in months. The time interval from pretest to posttest was seven months, therefore grade equivalent gains were divided by seven to derive the gain per month. A monthly gain of 1.0 is considered average growth. The average gain for all three grades was approximately 9 months, or 1.3 months for each month in the program.

TABLE 03.9

RID
COMPARISON OF PRETEST & POSTTEST GRADE EQUIVALENT
CALIFORNIA ACHIEVEMENT TEST (FORM C) COMPUTATION
1980-81

GRADE	N	MEAN GRADE EQUIVALENTS PRETEST	MEAN GRADE EQUIVALENTS POSTTEST	GAIN IN MONTHS	MONTHLY GAIN (GAIN ÷ 7)
4	52	3.0	4.0	10	1.4
5	44	3.8	4.6	8	1.1
6	44	4.4	5.4	10	1.4
TOTALS GRAND MEANS	140			9.3	1.3

In addition to pre and posttesting with the CAT, math specialists teaching in the RID program periodically administered skills mastery tests. Ten skills were identified for this testing. The objective was that pupils would achieve 80 percent mastery in all ten skill areas.

Figure 03.10 illustrates the mastery levels. The dark area denotes the percentage of correct answers obtained by RID participants on the first test. This percentage identifies the pretest, or base level. The white portion indicates the percentage of pupils who had attained mastery by the end of the school year. All of the pupils attained mastery in six of the ten skill areas. The ten skill areas are:

* a. addition facts
* b. subtraction facts
  c. two digit addends
  d. three digit addends
* e. two digit subtraction
* f. three digit subtraction
* g. multiplication facts
* h. two digit by one digit multiplication
  i. division facts
  j. one digit divisor

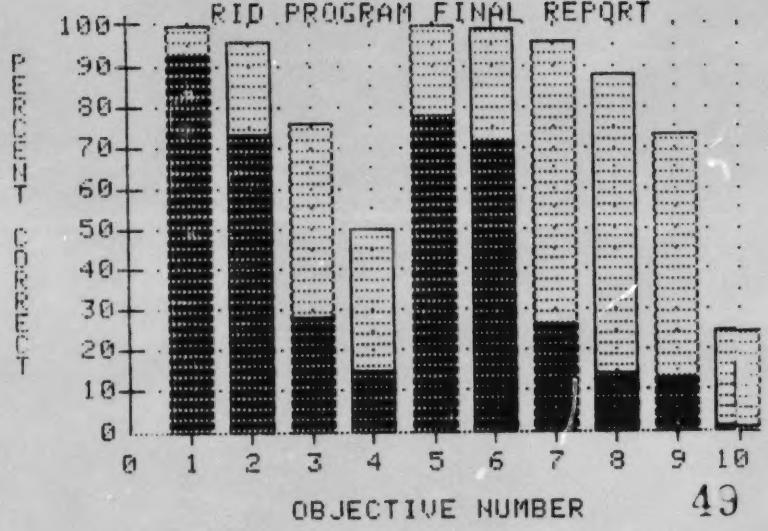
* One of the six areas where all pupils attained mastery.

FIGURE 03.10

Percentage of RID Pupils Attaining Skills Mastery
Title I Elementary Mathematics, 1980-81

Attained mastery at beginning of year

Attained mastery at end of year



RECOMMENDATIONS

Evaluation information suggests very few changes for the Elementary Mathematics program. The program is operating as specified in the application, program narrative, process objectives, and job descriptions. The Title I math program has been implemented for eleven years, and has been expanded and refined each year. Monitoring, inservice training, and parent involvement are a part of the program structure. Achievement data indicate that the program is having a positive effect on participants' basic math skills. In general, NCE gains are greater than those attained during the previous year.

Most of the recommendations made for the previous year have been followed. Program staff have planned and conducted more joint inservice activities for teachers and paraprofessionals. Pupil selection techniques continue to be refined. More attention has been directed toward documentation of learner needs. Referral based on teacher recommendation has been supported whenever possible by documentation from auxiliary testing.

During the year, substitute paraprofessionals were trained to take over in the math labs during the absence of the regular paraprofessional. These substitutes have worked well in the labs and eliminated many lost hours of instruction due to illness. More substitute math instructional paraprofessionals should be trained, as there is a continuing need for qualified substitutes in the labs. The problem is availability of personnel and the process involved in getting hired.

The members of the Math Task Force should direct their attention toward encouraging parents at their buildings to read and respond to the Math-O-Grams. The Math-O-Gram is an excellent form of communication to the home about the child's progress in the lab, but the response to these forms has been poor. The task force members could cultivate improved communication.

Similarly, the Specialists should help the classroom teachers to recognize the value of the Math-O-Gram and the need to send it home on a regular basis.

Parents should be encouraged to attend the mini-workshops that were implemented this past year. Mini-workshops are very useful to the parents who feels their children need extra help at home with math skills.

Teachers should be continually reminded of the importance of the time spent in the lab. Absences from math lab for special classroom activities should be kept to a minimum, if the lab experience is to have an impact on the pupil's achievement level.

Documentation should be tightened up on students who have been referred to math lab. In improving selection procedures, there will be applied a list of seven criteria in addition to the Standardized Test Score.

Also, improved communication is needed in conveying Title I information to administrators, teachers, parents and MIPs.

The Title I Elementary Mathematics Program is a well planned, continually monitored, effective program. It is recommended for continuatio with the fore stated changes.

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education and no official endorsement by the U.S. Department of Education should be inferred.

A REPORT OF THE

PROGRAMS IN INSTITUTIONS FOR NEGLECTED CHILDREN

1980-81

Funded by ESEA PL 93-380
Title I
Project 81003

Prepared by
Gloria White, Research Assistant
Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director

Title I Programs in Institutions for Neglected Children, 1980-81
SUMMARY

	PHYLLIS WHEATLEY	WICHITA CHILDRENS	YOUTHVILLE
Total Pupils	4	85	9
Full Time Equivalent	.2	13.9	4.0
Average Participation	9.3 days	29.5 days	71.6 days
Average Hours of Instruction per Pupil	5 hrs.	15 hrs.	36 hrs.
Number of Instructors	1	3	1
Grade Levels of Pupils	9-11	K-11	7-12

PROGRAM Tutored instructions and materials are provided in reading and math for pupils who reside in the institutions and who have an educational need. The instructors go to the homes in the evenings to tutor several individuals or small groups for approximately half-hour periods each. Instructors are scheduled for 6 hours per week.

BUDGET

Amount Budgeted	$9,511
Cost per Pupil	$ 97.05
Cost per F. T. E. Pupil	$ 528.39

TESTING

The Wide Range Achievement Test (WRAT) is administered upon entry to the program.

86 pupils were pretested.
Mean Reading Pretest 27th %ile
Mean Math Pretest 13th %ile

The WRAT is given again upon exit, to each pupil who has participated at least 60 days, if the instructor knows the pupil is leaving.

5 pupils were posttested.
Mean Reading G. E. gain = 5.5
Mean Math G. E. gain = 5.3

Grade equivalent (G. E.) gain scores are based on scores for only those 5 pupils who have both pre and posttest data.

Of the 5 pupils, 60% in Reading and 100% in Math achieved the objective of a month for month gain in grade equivalent. The average time in the program for the pre-post group was 4 months.

BASIC SKILLS RATINGS Instructors rated pupil improvement as "none", "slight", "moderate", and "much". In general, the pupils made slight to moderate improvement in the six reading skills.

In general, the pupils made slight to moderate improvement in the numeration system, addition, subtraction, multiplication, and division. Progress was rated as none to slight in decimals and fractions, measures and calculation and algebraic concepts. Pupils were rated in only the skills in which they were tutored.

04. 02

PROGRAMS IN INSTITUTIONS FOR NEGLECTED CHILDREN

1980-81

ACTIVITY CONTEXT

Title I services were extended in 1967 to pupils residing in institutions serving neglected children. Amendments to the ESEA legislation defined these children as disadvantaged even though they may reside in non-target areas.

The nature of the services has changed since that time. Initially, Title I funds provided enrichment activities in music, art, and physical education. Later, the program was expanded to include reading, mathematic crafts, home economics, and counseling services. Since 1973, the program has emphasized corrective reading and mathematics instruction.

PROGRAM DESCRIPTION

Scope

A total of 98 (unduplicated) pupils were reported to have participate in the program throughout the year. Because the average period of residen in these institutions is so short, the number of children participating at any one time was much smaller. Instruction was provided in three resident homes: Wichita Children's Home, Phyllis Wheatley Children's Home, and Youthville Group Home. Instructional materials were provided for the prog at Maude Carpenter Children's Home.

Personnel

Six public school system teachers were employed part-time in the evenings. Each teacher was scheduled to tutor a maximum of six hours per week. Three teachers were assigned to Wichita Children's Home, and one teacher was assigned to each of the other two homes. Phyllis Wheatley closed after about four weeks, resulting in the dropping of one instructor position.

The Title I Coordinator served as program director and conducted the program monitoring and inservice meetings.

Although the instructor at Maude Carpenter was not Title I funded, Title I provided instructional supplies and materials to the tutoring pro at that institution.

Activities

Each residential institution provided a room, or large area with tab and chairs, for use during the tutoring sessions. Pupils and teachers me

together in these places, away from the normal distractions. Instructional techniques similar to those used in Title I Corrective Reading and Elementary Mathematics programs were employed to teach the basic skills. The major instructional methods were individualized instruction, reinforcement of concepts, and establishment of motivational emphasis. The instructors worked with children both individually and in small groups. They met with the pupils one or two times per week, according to each child's needs and to the time available. Other activities were occasionally integrated with math and reading in order to increase pupil interest and to demonstrate practical application of the basic skills. The following is a list of some of the activities used in teaching math this year.

Flash Cards	Cutting Corners
Pay Day (money game)	Amusement Park (handling money)
Numberland Counting Game	Monopoly
Math Dominoes (for multiplication)	Tigo - math puzzles
Veri Tech (SKILLS in math)	Melody House Records
Pay the Cashier (Making change)	Data Man
Money Bingo (Counting Money)	Department Store Math

Some of the materials used in teaching reading were:

Go Fish (Kdg. level color word game)	Probe (word attack)
Picture Dominoes (Kdg. level matching)	Spello (spelling drill)
Ron the Python	Hangman (spelling)
Scrabble Sentence Game	The Spelling Box
Read Around	Veri Tech (reading lab)
Rhyming Zig Zag	Sea of Vowels
Cross-over (vocabulary)	Phonics Rummy

Instructional Equipment and Supplies

Each instructor was budgeted money for instructional equipment and supplies. She ordered the instructional materials which seemed most appropriate for the basic skills to be reinforced, and which complemented the home's existing educational materials.

Budget

SALARIES	
4 Teachers x 6/hrs/wk x 32 wks x $8.50/hr.	$ 6,528
INSERVICE TRAINING	
Stipends, 6 x 6 hrs. x $3.00/hr.	108
SUPPLIES	
5 Teachers x $225	1,125
Maude Carpenter	1,350

EQUIPMENT, ADDITIONAL

$125 x 2 institutions	$ 250
Maude Carpenter	100

EQUIPMENT REPLACEMENT

Lost or stolen	50
Total	$9,511

Based on the total number of 98 participants, the cost per pupil was $97.05. However, based on the full-time-equivalent of 18 pupils, the per pupil cost of the program would be $528.39.

EVALUATION

Participants

Participants in Title I programs in institutions for neglected children are described by race and grade in Table 04.1. Not all pupils were in both reading and mathematics instruction. The table reflects only those pupils who received reading instruction, therefore 96 out of the total of 98 pupils is described below.

TABLE 04.1

PARTICIPATION BY RACE AND GRADE*
PROGRAMS FOR CHILDREN IN INSTITUTIONS FOR THE NEGLECTED
TITLE I 1980-81

RACE

GRADE	WHITE	ASIAN	BLACK	SP. AMERICAN	AM. INDIAN	OTHER	TOTALS
K	2		1			4	7
1	2		3			1	6
2	3	1	1			1	6
3	3				1	2	6
4	1						1
5	5					1	6
6	4		2			1	7
7	9	1	2			2	14
8	4	2	4			1	11
9	5		3	2		3	13
10			2	1	1	6	10
11	2		2			4	8
12						1	1
TOTALS	40	4	20	3	2	27	96
PERCENT	42%	.4%	21%	.3%	.2%	28%	

*Numbers reflect only those pupils in reading instruction.

Enrollment

Instructors reported 104 participants during the year. This is less than the figure reported during the previous year. The average length of time in the program was eight weeks; however, half of the participants were enrolled for five weeks or less. Because of the short period of participat the full-time-equivalent number of participants is approximately 19. Table 04.2 illustrates the high pupil mobility in the program.

TABLE 04.2

FREQUENCY OF LENGTH OF ENROLLMENT
PROGRAMS FOR CHILDREN IN INSTITUTIONS FOR THE NEGLECTED
TITLE I 1980-81

	WEEKS	NUMBER OF PUPILS			
1	xxxxx	xxxxx	xxxxx		
2	xxxxx	xxxxx	xxxxx	xx	← Mode
3	xxxxx	xxxxx	xx		
4	xxxxx	xxx			← Median
5	xxxxx	xx			
6	xxxxx	x			
7	xxxxx	x			
8	xxxxx				← Mean
9	xxx				
10	xx				
11	xxxxx				
12	xxxxx	x			
13	x				
14	xx				
15	xxx				
16	x				
17					
18					
19					
20	x				
21					
22	x				
23					
24	x				
25					
26					
27					
28					
29	x				

Needs Assessment

All of the participants were pretested with the WRAT. WRAT pretest raw scores were converted to grade equivalents, standard scores, percentile ranks, and stanines. Pretest scores indicate the need for supplemental instruction in reading and mathematics. The participants scored lower in mathematics than in vocabulary. A standard score of 100 is average. The participants' mean standard score on the reading subtest was 91.3, which is approximately equivalent to the 27th percentile. The mean standard score for the math subtest was 83.1, equivalent to the 13th percentile. These findings are similar to the needs assessment data collected for the previous year.

Performance

The program in homes for neglected children is designed to strengthen the basic reading and math skills. The pupil performance objectives relate to the goal:

1. By the end of the school year, 90 percent of the reading program participants who have been in the program at least thirty days will show progress in reading skills as measured by teacher observation documented on the Reading Skills Checklist.

2. On the average, participants who have been in reading instruction at least sixty days will gain one month in grade equivalent score for every month in the program, as measured by pretest and posttest results on the reading subtest of the Wide Range Achievement Test.

3. By the end of the school year, 90 percent of the mathematics program participants who have been in the program at least thirty days will show progress in mathematics skills as measured by teacher observation documented on the Mathematics Skills Checklist.

4. On the average, participants who have been in mathematics instruction for at least sixty days will gain one month in grade equivalent score for every month in the program, as measured by pretest and posttest results on the Arithmetic subtest of the Wide Range Achievement Test.

The teacher observation checklists were added to the data collection instruments in 1977 due to the sporadic nature of residence in the institutions. A child generally enters and leaves an institution unexpectedly, leaving no opportunity for the instructor to administer a posttest. Teacher judgment of pupil progress is frequently the only means of assessing improvement in basic reading and math skills.

Progress was rated in one or more of six basic skill areas for reading and six areas for math. Tables 04.3 and 04.4 summarize the data from the skills checklists.

TABLE 04.3

READING SKILLS
PERCENTAGE OF PUPILS IN EACH EVALUATION CATEGORY
PROGRAMS IN INSTITUTIONS FOR NEGLECTED CHILDREN
TITLE I 1980-81

SKILL	Pupil's Ability at Beginning of Year			Progress made by End of Participation				Number of Pupils EVALUATED
	Well Below Normal	Slightly Below Normal	Normal or Above	None	Slight	Moderate	Much	
Dictionary Skills	27	20	53	7	60	33		15
Word Meaning	39	9	52	22	48	30		23
Comprehension	42	12	46	17	50	33		24
Sight Words	39	19	43	11	44	41	4	54
Phonetic Analysis	51	9	40	6	36	51	7	55
Structural Analysis	51	11	38		44	47	9	53
ACROSS ALL READING SKILLS	44%	13%	43%	9%	44%	42%	5%	

TABLE 04.4

MATHEMATICS SKILLS
PERCENTAGE OF PUPILS IN EACH EVALUATION CATEGORY
PROGRAMS IN INSTITUTIONS FOR NEGLECTED CHILDREN
TITLE I 1980-81

	Pupil's Ability at Beginning of Year			Progress made by End of Participation				Number of Pupils EVALUATED
SKILL	Well Below Normal	Slightly Below Normal	Normal or Above	None	Slight	Moderate	Much	
Comprehension of Numeration System	17	31	52	4	34	34	28	29
Basic Addition & Subtraction	47	28	25	8	28	56	8	53
Basic Multiplication & Division	68	25	7	12	39	47	2	41
Concepts & Operations with Fractions & Decimals	88	12	5	17	71	12		24
Measures & Calculations for Lengths, Areas, Volumes	100%			33%	67%			3%
Algebraic Concepts & Operations	100%			50	50			2
ACROSS AL MATH SKILLS	55%	24%	21%	10%	40%	41%	9%	152

04.09

The Wide Range Achievement Test (WRAT) was chosen for pre and post-testing (where possible) because it is quickly and easily administered and it provides normalized test scores.

WRAT pretest scores were received for 86 pupils; only 5 posttest scores were obtained. Table 04.5 contains the complete WRAT scores. By comparing the expected and the actual mean gain scores, it appears that on the average, the pupils far surpassed the objective. However, if each pupil's scores are analyzed, we see that not all of the participants achieved the month per month in program objective. While some pupils made large gains, others did not meet the objective. Whether or not the pupil achieved the objective does not appear to be related to the length of time in the program.

TABLE 04.5

GRADE EQUIVALENTS+
PROGRAMS FOR CHILDREN IN INSTITUTIONS FOR THE NEGLECTED
TITLE I 1980-81

READING				MATH			
Pre	Post	Actual Gain	Expected Gain **		Actual Gain	Pre	Post
45	81	36*	3		13*	33	46
73	87	14*	4		16*	43	59
16	17	1	4		6*	21	27
31	28	- 3	1/4		6*	21	27
89	96	7*	4		13*	43	56
		11.0	3.2	3.8	10.8		
60% achieved the reading objective				100% achieved the math objective			

*Gains expressed in months
*Achieved the objective
**Number of months pupil was in program

Discussion

Most pupils are not present at the institutions long enough to receive compensatory instruction adequate to their needs. Objectively measuring educational growth is very difficult for such short time periods. Needs assessment data in the form of pretest WRAT scores for the program participants indicate a need for extra help in the basic skills, especially in mathematics skills. However, because each pupil stays a very short time in the program, it is difficult to raise the pupil's level of achievement. Average scores show considerable gains, but the individual scores indicate great variance among individual pupil gains.

The high rate of pupil mobility also raises the per pupil cost of the program when the cost is figured on a full time equivalent number of pupils.

In general, the programs in institutions for neglected children are operated at a high per pupil cost, and with little opportunity to impact pupil achievement. Since the Title I guidelines require that an instructional program be provided at each institution which requests one, and since Title I instructors have no control over the pupils' length of stay in the institution, these problems are not likely to be remedied.

Despite these situational problems, the extra instruction does seem to help many of the pupils. Average grade equivalent gains of two to three for each month in the program certainly are impressive. One should keep in mind, however, that these gains are based on only 5 of the 86 participants.

Possibly the major impact in the participants comes from the individual attention each one receives in the course of the tutored instruction. The pupils are praised for their successes and given support to overcome their failures. Those who stay in the program long enough to establish a rapport with the tutor may be expected to make measurable gains in achievement levels.

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

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A REPORT OF THE

PROGRAM FOR THE DELINQUENT

1980-81

Funded by ESEA PL 93-380
Title I
Project 81003

Prepared by
Gerald R. Riley, Research Specialist
Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director

DELINQUENT INSTITUTION PROGRAM

SUMMARY
1980-81

Program

Individualized instruction in reading and mathematics were made available to residents of eight institutions.

Institution	No. of Participants
Booth Memorial	36
Clifton Monica House	11
Lake Afton Boys' Ranch	28
Lincoln Monica House	14
Residential Homes for Boys, Inc.	5
Maple House	
Lorraine House	
Vistara House	7
Wichita Youth Home	8
Youth Residence Hall	34

Participation

143 Pupils, Grades 6-12
2060 Hours of instruction

(Reading 1592 hours)
(Math, 468 hours)

Personnel

8 teachers part-time evenings or Saturday
1 Full-time teacher (Lake Afton and Youth Residence Hall)

Budget

$31,627 Cost per pupil was $221
Cost per hour instruction was $15.00

Evaluation

Objective: A participant who has received 10 or more hours of instruction will show a gain from pretest to posttest on the Wide Range Achievement Test (WRAT).

Results: 82% made gains from pretest to posttest in Reading. (N=28)

	Pre	Post	Gain
Percentile	13	25	-
*NCE	26	36	10

Average number of hours instruction = 19

80% made gains from pretest to posttest in Mathematics. (N= 5)

	Pre	Post	Gain
Percentile	5	10	-
*NCE	17	24	7

Average number of hours instruction = 14

Objective: A participant who has received less than 10 hours instruction will improve in specific skills as shown by a checklist complet by the teacher.

Results: Reading: 38% were rated as making "very little" progress
26% were rated as making "slight" progress
26% were rated as making "moderate" progress
10% were rated as making "much" progress

Mathematics: 70% were rated as making "very little" progress
13% were rated as making "slight" progress
14% were rated as making "moderate" progress
3% were rated as making "much" progress

*Normal curve equivalent

DELINQUENT INSTITUTION PROGRAM
1980-81

The Title I Delinquent Institution Program was established in its present form during the 1978-79 school year. Prior to 1978-79 the only program for the delinquent was at Lake Afton Boys Ranch. Remediation in reading and mathematics was offered to residents of the institutions generally on an individual basis. The institutions in the program are described below:

Booth Memorial (36 participants) Female residents, ages 13 to 18, may or may not be attending public schools, may or may not be adjudicated. Booth is also equipped to deal with pregnancies among the residents.

Two tutors worked with the girls on an individual basis. Instruction was in reading and mathematics.

Clifton Monica House (11 participants) Female residents, ages 14 to 18, attend public schools. Considered wayward and/or troubled. About one-fourth have been adjudicated.

Lake Afton Boys Ranch (28 participants) Male residents, ages 13 to 18, attend school and reside at the ranch. All have been adjudicated. Instruction is individually or in small groups. Instruction is primarily in reading. The reading teacher is at the Ranch 3½ days per week. She teaches at Youth Residence Hall the other 1½ days.

Lincoln Monica House (14 participants) Female residents, ages 13 to 18, may or may not be adjudicated. Most attend public schools. Instruction was on an individual basis, math was the most deficient area.

Residential Home for Boys, Inc. (Maple and Lorraine Houses) (5 participants) Male residents, ages 13 to 18,who may or may not be attending public schools, and may or may not be adjudicated.

Vistara House (7 participants) Female residents, ages 13 to 18, who attend public schools. Usually adjudicated. Reading and mathematics tutoring was on an individual basis.

Wichita Youth Home (8 participants) Male residents, ages 12 to 15, who attend public schools and are generally adjudicated. The tutor formed two groups for instruction in mathematics, reading, and school assignments. Tutoring for each student averaged about ½ hour, twice a week.

Youth Residence Hall (34 participants) A holding center for both male and female residents ages 12 to 18. Turnover is rapid and unpredictable. Students are usually not in the program long enough to make substantial progress. Instruction is in reading. The teacher is at the Youth Residence Hall 1½ days per week.

Participation

One hundred forty-three pupils in grades 6 to 12 participated in a total of 2060 hours of instruction. Reading accounted for 1592 hours and mathematics 468 hours.

Personnel

Eight teachers part-time evenings or Saturday
One full-time teacher (Lake Afton 3.5 days per week and Youth Residence Hall 1.5 days per week)

Budget

The total budget was $31,627
The cost per pupil was $221
The cost per hour of instruction was $15

Evaluation

The objectives of the program were:

1. A participant who has received ten or more hours of instruction will show a gain from pretest to posttest on the Wide Range Achievement Test (WRAT).

2. A participant who has received less than ten hours of instruction will improve in specific skills as shown by a checklist completed by the teacher.

Eighty-two percent of the 28 participants who had ten or more hours instruction in reading made gains from pretest to posttest.

Eighty percent of the five participants who had ten or more hours of instruction in mathematics made gains from pretest to posttest.

Sixty-two percent of those who were rated on the checklist made "slight" to "much" progress in reading.

Thirty percent made "slight" to "much" progress in mathematics.

Results of pre and post testing in reading and mathematics are given in Tables 05.1 and 05.2.

TABLE 05.1

DELINQUENT INSTITUTIONS
WIDE RANGE ACHIEVEMENT TESTING - READING
(N=28)

	Pre	Post	Gain
Percentile	13	25	-
NCE	26	36	10

Average number of hours of instruction = 19

TABLE 05.2

DELINQUENT INSTITUTIONS
WIDE RANGE ACHIEVEMENT TESTING - MATHEMATICS
(N= 5)

	Pre	Post	Gain
Percentile	5	10	-
NCE	17	24	7

Average number of hours of instruction = 14

Tables 05.3 and 05.4 give the results of the check lists in reading and mathematics.

TABLE 05.3

READING SKILLS CHECK LISTS
PERCENTAGE OF PUPILS IN EACH EVALUATION CATEGORY
PROGRAMS IN INSTITUTIONS FOR DELINQUENT CHILDREN

SKILL	Pupil's Ability at Beginning of Year			Progress made by End of Participation				Number of Pupils EVALUATED
	Well Below Normal	Slightly Below Normal	Normal or Above	Very Little	Slight	Moderate	Much	
Dictionary Skills	32%	39%	29%	42%	32%	26%	-	31
Word Meaning	44%	42%	15%	31%	35%	23%	11%	62
Comprehension	63%	23%	14%	44%	22%	27%	8%	64
Sight Words	56%	29%	15%	32%	29%	25%	14%	59
Phonetic Analysis	52%	34%	13%	38%	23%	30%	10%	61
Structural Analysis	51%	36%	14%	42%	20%	27%	10%	59
ALL READING SKILLS	51%	33%	15%	38%	26%	26%	10%	

05.06

TABLE 05.4

MATHEMATICS SKILLS CHECK LIST
PERCENTAGE OF PUPILS IN EACH EVALUATION CATEGORY
PROGRAMS IN INSTITUTIONS FOR DELINQUENT CHILDREN

SKILL	Pupil's Ability at Beginning of Year			Progress made by End of Participation				Number of Pupils EVALUATED
	Well Below Normal	Slightly Below Normal	Normal or Above	Very Little	Slight	Moderate	Much	
Comprehension of Numeration System	62%	14%	24%	66%	17%	14%	3%	29
Basic Addition & Subtraction	62%	14%	24%	66%	17%	17%	-	29
Basic Multiplication & Division	56%	24%	20%	54%	17%	24%	5%	41
Concepts & Operations with Fractions & Decimals	62%	26%	12%	69%	14%	14%	2%	42
Measures & Calculations for Lengths, Areas, Volumes	78%	16%	6%	84%	6%	6%	3%	32
Algebraic Concepts & Operations	83%	10%	7%	86%	7%	7%	-	29
ALL MATH SKILLS	66%	18%	15%	70%	13%	14%	3%	202

RECOMMENDATIONS

Because of the difficulty in getting participants posttested it is recommended that the Wide Range Achievement Tests (WRAT) be given at program entry only. This would be used for diagnosis and needs assessment. A posttest would not be given.

Because Neglected and Delinquent Programs are being combined into one program. Basic Skills Tutoring, a combined evaluation check list and record form should be developed. This form would be used for all participants.

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

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A REPORT OF THE

PREKINDERGARTEN PROGRAM

1980-81

Funded by ESEA PL 93-380
Title I
Project 81003

Prepared by
Gerald R. Riley, Research Specialist
Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director

TITLE I PREKINDERGARTEN
1980-81

The Title I prekindergarten program was designed to meet needs of developmentally delayed children from Title I target areas. The program for three-year-olds is a parent-child program. Parent activities are scheduled periodically. Parents of both threes and fours are encouraged to become active as educators of their own children. The prekindergarten centers were: Colvin, Dodge, Kechi, Funston, Little, and Stanley.

Participants Total participation during the year:

Three-Year-Olds	99
Four Year-Olds	330
	429

Average number enrolled on three nine week reporting dates:

Three-Year-Olds	92
Four-Year-Olds	293
	385

Personnel

Program Director	0.9 (Full time equivalent)
Teachers of four-year-olds	9.0
Teachers of three-year-olds	2.0
Rotating teacher	0.5
Resource room teacher	1.0
Parent educator for toy loan library	0.2
Social Workers	2.8
Social worker paraprofessional	1.0
Psychologist	0.6
Nurse	0.8
Speech therapist	1.0
Secretaries	1.5
Instructional paraprofessional	13.2
Custodian	1.0

Budget $489,179

Cost per child approximately $1140

Evaluation

OBJECTIVE: Eighty percent of the pupils would score at or above the 50th percentile on the posttest (Cooperative Preschool Inventory)

RESULTS: Ninety one percent of the threes achieved this objective. Ninety six percent of the fours achieved this objective.

OBJECTIVE: Eighty percent of threes would gain 10 or more NCE from pretest to posttest.

RESULTS: Ninety one percent gained 10 or more NCE's

OBJECTIVE: Eighty percent of fours would gain 5 or more NCE's from pretest to posttest.

RESULTS: Eighty one percent gained 5 or more NCE's

OBJECTIVE: Pupils will make greater than normal gains from pretest to posttest on the DIAL (Developmental Indicator for the Assessment of Learning) gross motor and fine motor skills sections.

RESULTS:

1. Threes: Normal is 5.7 points
   Gained 5.2 on gross motor skills
   Gained 6.2 on fine motor skills

2. Fours: Normal is 2.7 points
   Gained 2.8 on gross motor skills
   Gained 3.2 on fine motor skills

OBJECTIVE: Fifty percent or more of the pupils in the resource room wi make sufficient progress to return to the regular classroom.

RESULTS: Eighty-eight percent were returned to the regular classroom.

Four of five parent program objectives were achieved.

Parent Contacts	Home Visits	Telephone	Parent At School
Teachers	540	314	432
Social Workers	971	1594	350
Totals	1511	1908	782

TITLE I PREKINDERGARTEN
1980-81

The Wichita Title I Prekindergarten Program began in 1969-70 with 16 pupils. The program included 40 pupils in 1970-71. The enrollment for subsequent years was:

Year	Three-year-olds	Four-year-olds	Total
1972-73	108	119	227
1973-74	115	113	228
1974-75	93	124	217
1975-76	100	230	330
1976-77	138	283	421
1977-78	107	245	352
1978-79	121	292	413
1979-80	109	307	416

Ninety-nine three-year-olds and three hundred thirty four-year-olds, a total of 429 participated in this program during the 1980-81, school year. These pupils were not all in the program all year. The average number of pupils in the program on three reporting dates was 92 three-year-olds and 293 four-year-olds (total, 385).

The race and sex of the participants is listed below:

Three-Year-Olds

	No.	Percent		No.	Percent
Female	39	39.4	White	0	0.0
Male	60	60.6	Black	50	50.5
			Hispanic	14	14.1
			Am. Indian	0	0.0
			Asian Am.	1	1.0
			Other	34	34.3
				99	99.9

Four-Year-Olds

	No.	Percent		No.	Percent
Female	145	43.9	White	25	7.6
Male	185	56.1	Black	129	39.1
	330	100.0	Hispanic	24	7.3
			Am. Indian	2	0.6
			Asian Am.	10	3.0
			Other	140	42.4
				330	100.0

Six centers, Colvin, Dodge, Funston, Kechi, Little, and Stanley served all areas of the city.

The program for three-year-olds was a parent-child program. Parents were encouraged to become active as educators of their own children. Teachers and social workers scheduled parent activities periodically to help parents gain an understanding of their children's development and become aware of home activities that would promote growth and reinforce school experiences.

Three-year-olds attended four half-day classes per week. Their teachers made home visits one day per week.

Four-year-olds had classes five half-days per week. The use of a rotating teacher allowed teachers of four-year-olds to visit homes one-half day per week.

A resource room at Little School was designed to serve those children who were unable to cope, on a full-time basis, with a regular class-size group. Individual programs were designed for these children. Children were placed in the resource room as the need arose, and were returned to the regular classroom when they were able to function in the regular group. Parents were assisted in home management skills and activities to promote learning. Resource specialists also worked with children with special needs who were in the regular classroom.

A toy loan library was available at Little School to assist parents in using educational materials matched to their children's needs in the home. All teachers visited children's homes to assist parents with these materials.

The library included:

Books	Clocks
Book and record sets	Flannel board
Puzzles	Dominoes
Pegboard	Geometric sorting board
Color and shape bingo	Sewing basket
Learning cards	Records
Matching games	Beads and laces

The program personnel and their full-time equivalents were:

Program Director	0.9
Teachers of four-year-olds	9.0
Teachers of three-year-olds	2.0
Rotating teacher	0.5
Resource room teacher	1.0
Parent educator for toy loan program	0.2
Social workers	2.8
Social worker paraprofessional	1.0
Nurse	0.8
Psychologist	0.6
Speech Therapist	1.0
Secretaries	1.5
Instructional paraprofessionals	13.2
Custodian	1.0

The Prekindergarten Program emphasized social and cognitive skills, and physical coordination. Some of the areas covered during the year were: self-concept, getting along with others, activities which included large and small

muscles, language and speech development, colors, shapes, sequencing, sorting, matching, following simple direction, and other activities relating to the five senses.

Field trips for the three-year-olds included neighborhood parks, neighborhood walks, and the zoo.

Field trips for four-year-olds included:

City Park	Shrine Circus
Zoo	Fire Station
Public library	Post Office
Nature walks	Horse stables
Greenhouse	Santa - Towne West

Teachers and social workers had many contacts with parents through home visits, parents at school, and telephone calls.

Social workers and teachers planned group meetings for parents. Some of the meetings were:

Orientation
Open House
"Free to be you and me" (Film)
Reading to your child
Christmas Toy Workshop - make it - take it workshop
Dial Test (Developmental indictors for the assessment of Learning)

Some of the meetings were repeated so parents who had schedule conflicts could attend. A total of 20 meetings were held.

Budget

Salaries	$391,548
Inservice training	532
Health services	500
Transportation	68,924
Food Services	17,267
Supplies	5,018
Auto allowance and travel	3,750
Telephone & Telegraph	390
Equipment	1,250
Total	$489,179

EVALUATION

The program objectives were:

A. Children will be given an opportunity to participate in prekindergarten activities in the areas of social adjustment (self concept, concept of others, coping skills), and physical coordination.

B. Children will make gains in the areas of language development (expressive and receptive speech, and vocabulary), math concepts (shape, size, sequence, gross amount, position), personal-social responsiveness, and cognitive development as measured by the Cooperative Preschool Inventory.

1. Eighty percent of the children who have both pre and posttest will score at the 50th percentile or above in the Cooperative Preschool Inventory.

2. Eighty percent of the children will make normal curve equivalent (NCE) gains from pretest to posttest on the Cooperative Preschool Inventory.

   a. Three-year-olds will make gains of 10 or more NCE.

   b. Four-year-olds will make gains of 5 or more NCE.

C. The children will make greater than normal gains from pretest to posttest in physical coordination as measured by the gross motor and fine motor subtests of the Developmental Indicators for the Assessment of Learning (DIAL).

D. Fifty percent or more of the pupils in the resource room will make sufficient progress to return to the regular classroom.

E. Objectives for the Parent Program (Three-year-olds)

1. Parents will have positive attitudes toward the educational process as indicated by responses to item nine on the parent questionnaire.

2. Parents will have positive feelings about their ability to contribute to their children's learning as indicated by responses to item ten.

3. Parents will be familiar with the educational objectives of the program as indicated by responses to item four.

4. Parents will use the services of the nurse, speech therapist, and social worker, as indicated by responses to items five, six, and seven.

   (Objectives 1-4 are attained if 75 percent of the responses to each item are positive.)

5. Fifty percent of the parents will attend one or more meetings during the year as indicated by the responses to item one.

The Cooperative Preschool Inventory was given as a pretest and posttest. Some pretests were given in June in the summer Early Start Prekindergarten Program. Pupils who were not pretested in June were pretested in September. Pupils were posttested in May.

The results of the testing are shown in Table 06.1 and 06.2 and Figures 06.1 and 06.2.

TABLE 06.1

COOPERATIVE PRESCHOOL INVENTORY
PRETEST AND POSTTEST RESULTS
THREE-YEAR-OLDS

	PRETEST		POSTTEST		NCE GAIN
	%ile	NCE	%ile	NCE	
Three-year-olds June Pretest N=37	37	43	88	75	32
Three-year-olds Sept. Pretest N=57	44	47	87	74	27
TOTAL Three-year-olds N=94	43	46	87	74	28

TABLE 06.2

COOPERATIVE PRESCHOOL INVENTORY
PRETEST AND POSTTEST RESULTS
FOUR-YEAR-OLDS

	PRETEST		POSTTEST		NCE GAIN
	%ile	NCE	%ile	NCE	
Four-year-olds June Pretest N=56	63	57	91	79	22
Four-year-olds Sept. Pretest N= 164	71	62	91	78	16
Total Four-year-olds N=220	70	61	91	78	17

FIGURES 06.1

COOPERATIVE PRESCHOOL INVENTORY PRETEST
AND POSTTEST RESULTS
THREE-YEAR-OLDS

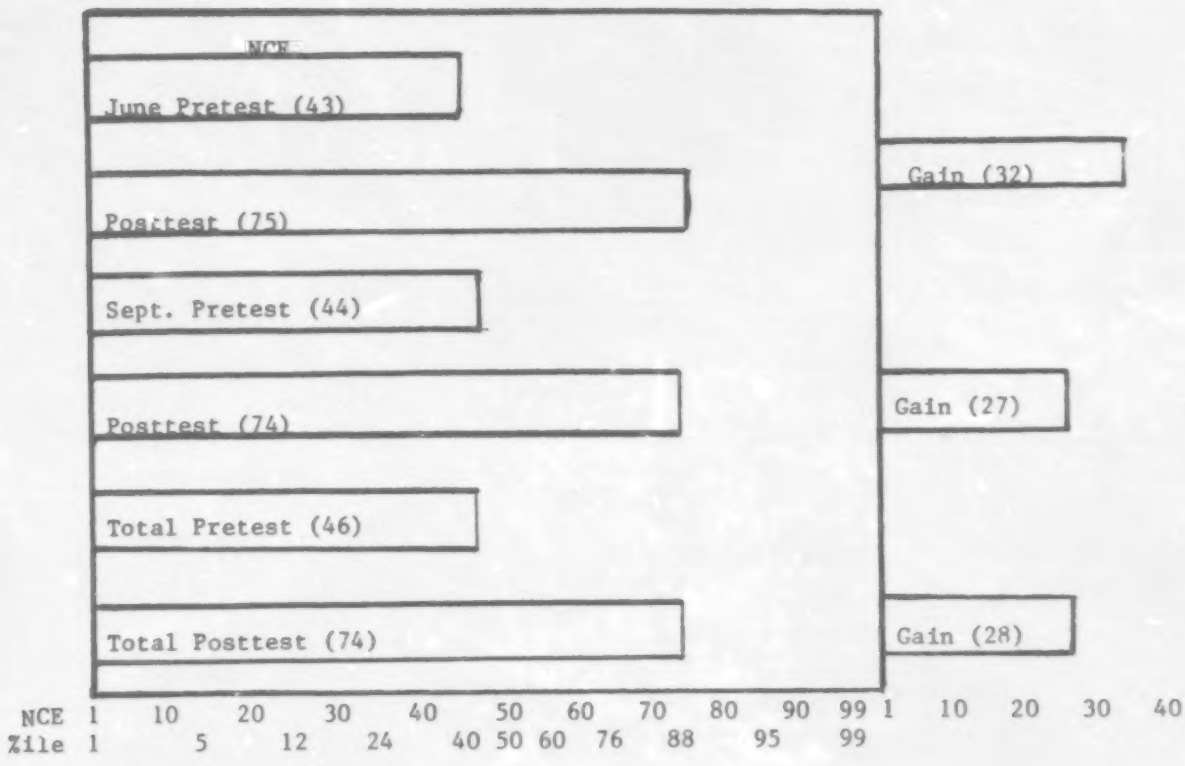
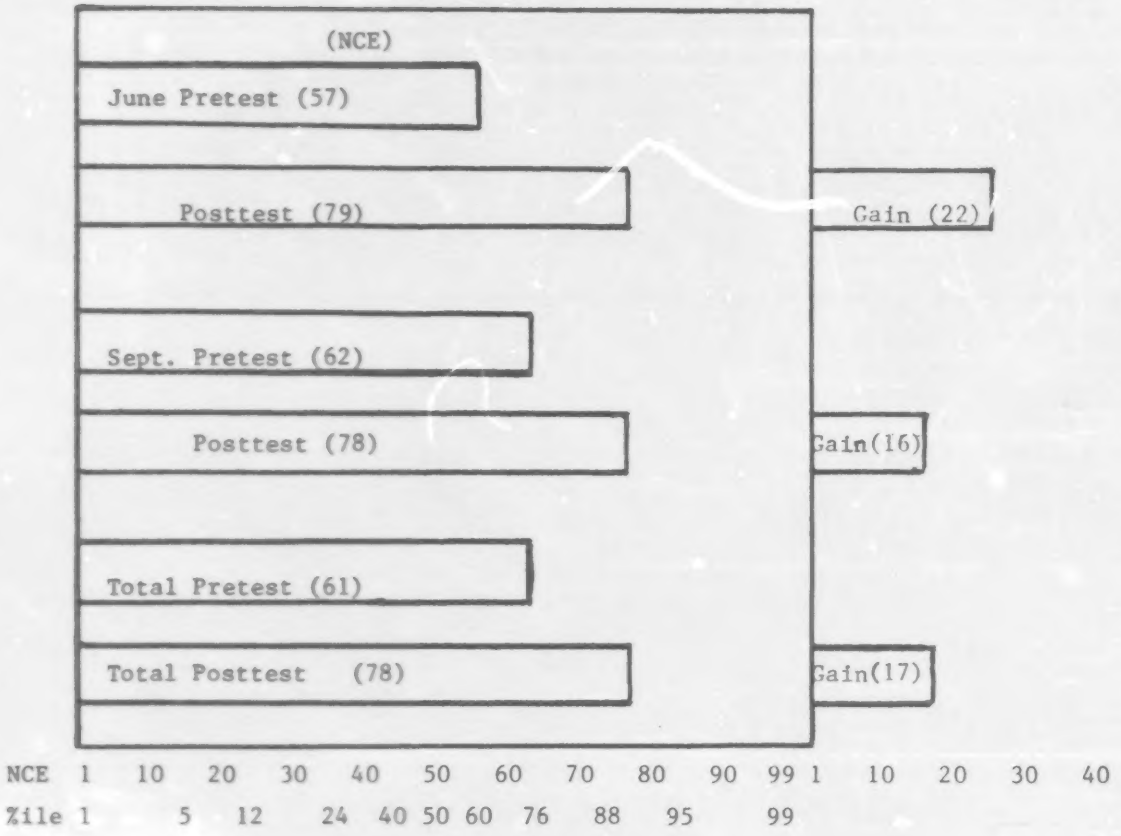

NCE
June Pretest (43)
Posttest (75)
Gain (32)
Sept. Pretest (44)
Posttest (74)
Gain (27)
Total Pretest (46)
Total Posttest (74)
Gain (28)
NCE 1 10 20 30 40 50 60 70 80 90 99 1 10 20 30 40
%ile 1 5 12 24 40 50 60 76 88 95 99

FIGURE 06.2

COOPERATIVE PRESCHOOL INVENTORY PRETEST
AND POSTTEST RESULTS
FOUR-YEAR-OLDS


(NCE)
June Pretest (57)
Posttest (79)
Gain (22)
Sept. Pretest (62)
Posttest (78)
Gain(16)
Total Pretest (61)
Total Posttest (78)
Gain(17)
NCE 1 10 20 30 40 50 60 70 80 90 99 1 10 20 30 40
%ile 1 5 12 24 40 50 60 76 88 95 99

Substantial group gains were made from pretest to posttest. The groups gained about the same as the 1979-80 groups.

Ninety-one percent of the threes made NCE gains of 10 or more.

Eight-one percent of the fours made 5 or more NCE gains.

The objective was eighty percent for both groups. Both groups attained the objective.

Ninety-one percent of the threes scored at the 50 percentile or above on the posttest, while ninety-six percent of the fours made the 50 percentile. Both groups made the objective of eighty percent scoring at the 50 percentile or above.

OBJECTIVE: Pupils will make greater than normal gains from pretest to posttest on the gross motor and fine motor sections of the Developmental Indicators for the Assessment of Learning (DIAL).

Results: Three-year-olds

Normal increase is 5.7 points.
Average increase for the group on gross motor skills was 5.2.
Average increase for the fine motor skills was 6.2.

Four-year-olds

Normal increase is 2.7 points.
Average increase for the group on gross motor skills was 2.8
Average increase for the group on fine motor skills was 3.2

The three-year-old group did not achieve the objective for gross motor skills.

Ninety-one pupils were referred to the resource room during the year. Eleven of these (twelve percent) were recommended for 1981-82 placement in the Develpmentally Disabled Kindergarten special education program. Eighty-eight percent of the 91 were recommended for regular classroom placement. The objective of fifty percent or more of those referred to the resource room would be returned to the regular classroom was achieved.

The performance level on the parent program objectives (1) through (4) was seventy-five percent positive responses on the applicable questionnaire items.

The parent questionnaire was given to approximately twenty-two percent stratified (by classroom), randomly selected sample of parents of three-year-olds. All questionnaires were returned. The responses are on pages 06.12 and 06.13.

Parent objective #1, parents will have positive attitudes etc., etc., was measured by item nine on the questionnaire, "How would you describe the way you feel about the education your child is getting at school?" The responses were:

Excellent	70%
Good	25%
Fair	1%
Poor	0%
Very Poor	0%
No Response	0%

Ninety-five percent of the respondents marked either "good" or "excellent". Seventy-five percent was the required level for positive responses. Parent objective #1 was achieved.

Parent objective #2, parents will have positive feelings etc., etc., was measured by item ten on the questionnaire. Eighty-five of the respondents felt they were better able to help their children learn. Ten percent felt they could contribute some to their children learning. This was aneighty seven percent positive response which meets the objective.

Parent objective #3, was measured by item four on the questionnaire. Thirty-five percent indicated they "always" understood the reasons for the various classroom activities. Thirty-five percent indicated "most of the time", and fifteen percent indicated "sometimes", fifteen percent did not respond.

Parent objective #4 was measured by items five, six, and seven. Thirty-five percent said they had talked with the school nurse, thirty-five percent had talked with the speech teacher, and eighty-five percent had talked with a social worker. The objective was met in the category of social work, but not in the categories of school nurse, and speech therapy. These percentages reflect the full-time equivalents (F.T.E.) in each area. The F.T.E. of the nurse was 0.8, the F.T.E. of the speech teacher was 1.0, and the F.T.E. of the social workers was 4.0. These F.T.E. represent the time for the total program. It is not possible to accurately prorate these to three-year-olds and four-year-olds.

Parent objective #5 was measured by item one on the questionnaire. Eleven respondents (fifty-five percent) attended at least one meeting. The average number of meetings attended was 1.8. One parent attended six meetings. The objective of fifty percent of the parents attending at least one meeting was met.

Parents were asked to list some of the most important things they felt their children had learned during the school year. The most frequently mentioned were:

Plays better with others	Social aspects
Colors	Learned name
Shapes	Speech improvement
Counting	Better communications

A questionnaire was also given to a stratified (by classroom) randomly selected sample of fifteen percent of the parents of four-year-olds. Thirty-two of 46 were returned (70%). The results of this questionnaire are on pages 06.14 and 06.15.

Parent Contacts by Teachers and Social Workers

	Home Visits	Telephone Contacts	Parent Contacts At School
Teachers	540	314	432
Social Workers	971	1595	350
	1511	1909	782

Teachers of three-year-olds also made home visits to assist parents in using materials in the toy loan program.

Items 11-16 on the questionnaire for parents of three-year-olds referred to the toy loan program. Sixty percent (twelve parents) indicated they had borrowed materials from the toy loan library. Eight of these said the materials were a great help, four said they were helpful.

RECOMMENDATIONS

The objectives for pupil and parents have been discussed in the Pre-kindergarten Parent Task Force previously. Most of these objectives have undergone some kind of modification in response to their discussions. The process should be followed again for 1981-82.

The DIAL (Developmental Indicator for the Assessment of Learning) was used again this year to measure progress in physical coordination. It is recommended that the same procedure be followed for 1981-82.

Title I Prekindergarten, 1980-81
PARENT QUESTIONNAIRE
(Three-year-olds)
N= 20

1. How many of the parent meetings have you attended this school year? (Check one)

None	45%	Four		Eight	
One	15%	Five	5%	Nine	
Two	10%	Six	5%	Ten	
Three	20%	Seven			

2. Have the meetings been useful to you? (Check one)

Always 55% Most of the time 36% A few times ____ Almost never 9%

3. Have you tried some of the methods which you learned at parent meetings?

Yes 91% No 9%

4. Do you feel you understand the reasons for the different classroom activiti (Check One)

Always 35% Most of the time 35% Sometimes 15% Almost never 15%

5. Have you talked with the school nurse? Yes 35% No 65%

If you answered "Yes" check one or more of the following:

She visited in my home		She was: Very helpful	43%
I visited with her at school	56%	Helpful	29%
I visited with her by telephone	44%	Little or no help	29%

6. Have you talked with the school speech teacher? Yes 35% No 65%

No Answer 29%

If you answered "Yes" check one or more of the following:

She visited in my home		She was: Very helpful	29%
I visited with her at home	56%	Helpful	57%
		Little or no help	14%
I visited with her by telephone	44%		

7. Have you talked with the Social worker? Yes 85% No 15%

If you answered "Yes" check one or more of the following:

She visited in my home	35%	She was: Very helpful	41%
I visited with her at school	35%	Helpful	41%
		Little or no help	6%
I visited with her by telephone	30%	No answer	12%

8. Please list some of the most important things you feel your child has learned this year.

Colors'	Learned name	How things grow
Shares	Social aspects	Sizes
Cooperation	Numbers	Shapes
Communication		

9. How would you describe the way you feel about the education your child is getting at school? (Check one)

I think it is excellent	70%	I think it is poor	0%
I think it is good	25%	Think it is very poor	0%
I think it is fair	5%		

10. As a result of parent meetings' workshops, and visits with school staff members, do you feel you are better able to help your child learn? (Check one)

Yes 85% No 5% Some 10%

11. Have you borrowed materials (toys, books, etc.) from the school library at Little Schools?

Yes 60% No 40%

(If you answered "yes" please continue with items 12 through 16.
If you answered "no", stop. This completes the questionnaire).

- - - -

16. How would you rate the usefulness of these materials from the Toy Loan Library in helping you teach your child?

A great help 67% Helpful 33% Little or no help ____

Title I Prekindergarten, 1980-81
PARENT QUESTIONNAIRE
(Four-year-olds)

N= 32

1. How many of the parent meetings have you attended this school year? (Check One)

None	41%	Four	9%	Eight	____
One	25%	Five	____	Nine	____
Two	9%	Six	____	Ten	3%
Three	13%	Seven	____	Attended one or more Meetings	19

2. Have the meetings been useful to you? (Check One)

Always 42% Most of the time 37% A few times 16% Almost never 5%

3. Have you tried some of the methods which you learned at parent meetings?

Yes 89% No 11%

4. Do you feel you understand the reasons for the different classroom activitie (Check One)

Always 63% Most of the time 25% Sometimes 3% Almost never ___

Didn't answer 9%

5. Have you talked with the school nurse? Yes 38% No 63%

If you answered "Yes" check one or more of the following:

She visited in my home	8%	She was: Very helpful	58%
I visited with her at school	58%	Helpful	33%
I visited with her by telephone	33%	Little or no help	____
		No answer	8%

6. Have you talked with the school speech teacher? Yes 25% No 72% No answer

If you answered "Yes" check one or more of the following:

She visited in my home	____	She was: Very helpful	50%
I visited with her at school	78%	Helpful	25%
I visited with her by telephone	22%	Little or no help	____
		No answer	25%

7. Have you talked with the social worker? Yes 53% No 47%

If you answered "Yes" check one or more of the following:

She visited in my home	57%	She was: Very helpful	71%
I visited with her at school	24%	Helpful	18%
I visited with her by telephone	19%	Little or no help	
		No Answer	12%

8. Please list some of the most important things you feel your child has learned this year.

1. Plays with others
2. Colors
3. Shares and Expresses feelings
4. Behavior
5. Numbers

9. How would you describe the way you feel about the education your child is getting at school? (Check one)

I think it is excellent	69%	I think it is poor	
I think it is good	22%	I think is is very poor	
I think it is fair	6%	No answer	3%

10. As a result of parent meetings, workshops, and visits with school staff members, do you feel you are better able to help your child learn? (Check one)

Yes 72% No _____ Some 9% No answer 19%

11. Have you borrowed materials (toys, books, etc.) from the school library at Little School:

Yes 13% No 87%

(If you answered "yes" please continue with items 12 through 16.
If you answered "no", stop. This completes the questionnaire.)

---

12. What materials did you find most useful?

Books Games

13. Did you or other members of your family play with your child and the materials?

Yes 100 % No _____

14. Did your child play alone with the materials: Yes 75% No 25%

15. Has your child's teacher visited with you about the materials from the Toy Loan Library?

Yes 75% No 25%

If so, was this visit:

A great help	33%
Helpful	33%
Little or no help	
No answer	33%

16. How would you rate the usefulness of these materials from the Toy Loan Library in helping you teach your child?

A great help 50% Helpful 50% Little or no help ____

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

The activity which is the subject of this report was supported in whole or in part by the U. S. Department of Education. However, the opinions expressed herein the U. S. Department of Education and no official endorsement by the U. S. Department of Education should be inferred.

A REPORT OF THE

PARENT PROGRAM

1980-81

Funded by ESEA PL 93-380
Title I
Project 81003

Gloria White, Research Assistant
Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director

Title I Parent Program
1980-81

SUMMARY

As discussed in this report, the Title I Parent Program is a heading under which fall the Parent Advisory Councils (PAC) and the parent instructional program as implemented through the Parent Involvement Workers (PIW). The Parent Program is designed to support the instructional objectives of the Title I Reading, Math, and Prekindergarten programs and to promote the involvement of parents in their children's education and in all aspects of Title I programs.

School PAC

Parents at each Title I school form a Parent Advisory Council. Local guidelines suggest a minimum of four meetings throughout the year, in addition to educational workshops.

District PAC

The district level PAC is composed of elected parent representatives from each public and private target school. During 1980-81, four district PAC meetings were held at the Broadway Christian Church, to review program objectives, evaluation, budgets, application, and other concerns.

Task Force Activities

A separate task force meets for each area of reading, math, prekindergarten, and budget, to actively engage parents in the processes of Title I program planning, monitoring, and evaluating. Task force meetings are usually held every two months, however, additional meetings are scheduled as needed.

PIW

School District PAC meetings, task force meetings, and special activities are facilitated by the Parent Involvement Workers. PIW's also recruit and schedule parent volunteers, share information about Title I programs, plan and conduct parent workshops, and organize many other parent activities in the schools.

Title I Parent Program
1980-81

The Title I Parent Program is designed to (1) support the instructional objectives of Title I Reading, Math, and Prekindergarten programs and to (2) promote the involvement of parents in program planning, operation, and evaluation through Parent Advisory Councils (PAC). All districts which receive Title I funds must, by law, establish a Parent Advisory Council in each school served and a Parent Advisory Council for the district as a whole. All of these Councils provide a basis for organized and ongoing parental involvement.

School PAC's

School Parent Advisory Councils are composed of parents and staff who plan and implement a parent program for their Title I building. Local Title I guidelines suggest an initial meeting, a planning meeting, and informational meeting on program, and a review and planning meeting. In addition, educational workshops are designed to share ideas on how parents can help their children at home in reading or math skills. School PAC's are encouraged to plan additional activities to inform and involve parents. Title I provides materials, transportation, refreshments, and a nursery for all school PAC activities. Title I parent meetings and activities are frequently planned and conducted in concert with other parent organizations operating in the schools.

Parent Involvement Workers

Parent Involvement Workers (PIW) are employed to work in Title I schools to assist in the organization and operation of school Parent Advisory Councils. PIW's are employed by the Board of Education through Title I, are responsible to the administrators of those schools served, and are supervised by the Title I Parent Coordinator. The principal activities of the PIW's are to

(1) Work actively in the organization and scheduled activities of school and district PAC's
(2) Recruit and schedule parent volunteers
(3) Conduct training sessions for volunteers, and
(4) Provide the information to parents on Title I programs, school activities, and methods in which parents can be involved.

The PIW's receive four days of preservice training each year in addition to inservice activities throughout the year.

Each of the schools has one PIW. Some PIW's serve more than one school. The amount of personnel time depends upon the size of the school.

Although the activities of the PIW's are too varied and numerous for an exhaustive list to be presented here, the following description is detailed enough to give the "flavor" of the job. During enrollment week, PIW's greet parents, conduct the Parent Interest Survey, telephone parents, assist the school office, prepare flyers and other materials, and meet the staff. Information from the Parent Interest Survey is used to recruit volunteers for activities such as school newsletters, tutoring programs, and field trips. PIW's help plan and conduct parent workshops, volunteer recognition activities, and most other school events. Math and reading kits were utilized to conduct workshops at the school level. PIW's also conducted workshops for smaller groups as requested. During 1980-81, the PIW's made over 11,000 parent contacts in all of the 38 target schools.

District PAC

The District PAC is composed of elected parent representatives and alternates from each Title I public and private school. Fifty-one percent of the membership must be parents of children participating in a Title I program. Members serve for a period of two years and may serve on successive terms. The Bylaws of the Title I parent Advisory Councils outline the activities expected of PAC representatives.

Responsibilities of Intermediate and District PAC Representatives and Alternates

A. Work actively with the school PAC

B. Represent the school at the District PAC meeting

C. Report school PAC concerns on Title I programs to the District PAC and/or task forces.

D. Share suggestions and ideas for school PAC activities at District PAC meetings

E. Share information from District PAC meetings at school PAC meetings

F. Review school and District PAC activities with building principal, Parent Involvement Worker, other staff, and parents

The District PAC met four times during the 1980-81 school year. Meetings were held at Broadway Christian Church. The discussion at the meetings focused on agenda items such as program presentations and progress reports, needs assessment and evaluation information, selection of target schools, and budget information.

Table 07.1 shows the number of meetings at which each school was represented at District Council. Five schools were represented at all of the meetings.

TABLE 07.1

SCHOOL REPRESENTATION AT DISTRICT PAC
TITLE I PARENT PROGRAMS
1980-81

School	District Total= 4	School	District Total= 4
Arkansas Avenue	0	McCormick	3
Caldwell	3	Michener	0
Chisholm	0	Mueller	1
Cloud	1	Park	3
Colvin	4	Payne	4
Dodge	2	Pleasant Valley	1
Field	3	Riverview	1
Franklin	2	Sim	2
Funston	3	Stanley	4
Gardiner	2	Sunnyside	2
Garrison	1	Washington	3
Harry Street	3	Wells	2
Ingalls	4	White	3
Irving	1	Wilson	3
Jefferson	2	Woodman	1
Lawrence	1	St. Anne	2
Lincoln	4	St. Joseph	1
Linwood	3	St. Margaret Mary	1
Longfellow	2	St. Jude	0

Committees

Task Force

Task Force Committees were organized several years ago to provide a structure for more active parent involvement in program planning, monitoring, and evaluating. A task force meets for each of the areas of math, reading, prekindergarten, and budget. The attendance at the task force meetings fell seven percent from the previous year.

Table 07.2 summarizes the attendance at task force meetings. Also included are the attendance figures for the PAC Board and the Planning committee. Attendance figures include both official members and others attending.

TABLE 07.2

TITLE I PARENT PROGRAM
1980-81

Task Force	Meetings	Average Attendance
Reading	6	16
Math	6	21
Prekindergarten	6	16
Budget	8	13
Planning	4	5
Board	12	4

Special Committee

Special Committees may be organized as needed to perform specific tasks.

Special Activities

The parent group at each of the schools was involved in special events throughout the school year. PIW's were largely responsible for the planning and preparation of these activities. Additional to the building level activities which varied with each school, were some special events held district-wide. The following highlights some of those district-wide activities:

District PAC Orientation, October 9 & 10, 1980

Parents and staff from all Title I schools were encouraged to participate in the orientation, which was planned and conducted jointly with the Kansas State Department of Education. About twenty-five presentations were given during the two-day workshop. Program exhibits were available for viewing throughout the workshop.

Other Inservice Activities

In addition to the district orientation, several inservice conferences were attended by representatives from Wichita Title I parent groups.

Seventh Annual National Coalition of ESEA Title I Parents National Inservice Training Conference in Louisville, Kentucky, October 28-30, 1980.

Region VII Conference on Title I in New Orleans, Louisiana, June 16-19, 1981.

Volunteer Recognition Tea

Parent volunteers from all Title I schools were honored at a Volunteer Tea on April 30, 1981. By the end of the school year, 1100 volunteers had contributed approximately 24,000 hours of assistance to school activities.

Newsletter

The parent newsletter, Title I PAC District Previews, is published monthly and sent home to all parents in Title I schools. It is invaluable as a source of communication to the parents. The newsletter is well written and was expanded for the 1980-81 school year to include articles covering current Title I activities in the schools.

BUDGETS

PARENT PROGRAM

A.	Salaries	$ 70,749
	1 Parent Coordinator 16 Parent Involvement Workers (½ budgeted under PAC) Inservice Training Stipends	
B.	CONTRACTED SERVICES	925
	Instructional Program Improvement Maintenance & Repairs Telephone & Telegraph	
C.	OTHER EXPENSES	12,167
	In-district travel Out-of-district travel Print, bind, and reproduction Supplies Equipment	
	Total Budgeted Cost	$ 83,841

PARENT ADVISORY COUNCILS

A.	SALARIES	$ 71,321
	16 Parent Involvement Workers (x.5) 1 Secretary & Substitute pay Parent Inservice	
B.	OTHER EXPENSES	$ 9,100
	PAC Training and Handbook In-district travel Out-of-district travel Supplies	
	Total Budgeted Cost	$ 80,421

SS 01.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
De. Alvin E. Morris, Superintendent

The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education and no official endorsement by the U.S. Department of Education should be inferred.

A REPORT OF THE
PROGRAMS IN INSTITUTIONS FOR NEGLECTED CHILDREN

SUMMER 1981

Funded by ESEA PL 93-380
TITLE I
Project 81003

Prepared by
Gloria White, Research Assistant
Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director

Title I
Programs in Institutions for Neglected Children
Summer 1981

Summary

TOTAL PUPILS	38
INSTRUCTORS	3
LOCATION	Wichita Children's Home
LENGTH OF PROGRAM	6 weeks
PUPIL GRADE LEVELS	PK-12
AVERAGE HOURS OF INSTRUCTION	5 Reading
	4 Mathematics
	3½ Crafts

PROGRAM DESCRIPTION

Pupils residing at Wichita Children's Home participated in the six weeks summer program. Three instructors tutored for three hours each morning. Crafts were conducted in three hour sessions twice per week. Additionally, tuition scholarships for the Wichita Summer School session were provided for six residents of the Youthville Group Home. Instructional materials were provided to the program at Maude Carpenter Childrens' Home.

PUPIL PERFORMANCE

It has proved impractical to pre and posttest participants for reading and math or prekindergarten skills with a standardized achievement test because of the short duration of the summer term and the high rate of pupil mobility. In lieu of a standardized test, instructors are requested to evaluate each pupil's progress in certain basic skills areas. Teachers record their ratings on checklists. Separate checklists are used for reading, math, and prekindergarten. The four point rating scale was "very little", "slight", "moderate", and "much" improvement.

PUPIL
PERFORMANCE
(Continued)

These teacher ratings indicated that the largest number of participants made "slight" or "moderate" improvement in both mathematics and reading skills.

Fourteen prekindergarten pupils were rated on the prekindergarten checklist. Five of those fourteen were only rated at entry into the program. These five pupils did not stay in the program long enough to be evaluated at the end. Most of the ratings indicated "moderate" improvement in readiness, social, and motor skills. Progress was related to length of time in the program.

PROGRAMS IN INSTITUTIONS FOR NEGLECTED CHILDREN

SUMMER 1981

PROGRAM DESCRIPTION

Scope

The summer session was held for six weeks, from June 15 through July 24. The 38 participants ranged in grade from prekindergarten through the ninth grade. The main program objective was to provide instruction in reading, mathematics, and preschool development skills. During summer school, providing craft and enrichment activities is also a program objective. On the average, the pupils received 5 hours each of reading and math tutoring and 3½ hours of crafts activities.

Personnel

The program employed a total of three instructors who taught 18 hours per week; three hours for reading and math each morning and three hours for crafts either Tuesday or Thursday afternoon. The Title I Coordinator provided inkind services as the Program Director. In addition to the program at Wichita Children's Home, Title I provided instructional materials to the program at Maude Carpenter Children's Home and funded summer school scholarships for six pupils at Youthville Group Home.

Activities

Fourteen prekindergarten pupils developed skills through math and language readiness activities. Actions and rhythms set to recorded music provided not only physical exercise, but also introduced the children to directed activity. They worked on finger plays and learned simple songs. The flannel board was used together with stories and nursery rhymes to develop vocabulary and an understanding of sequence. Many different game boards were used for letter and sound recognition.

The other 24 pupils received instruction in the basic reading and math skills. Tutoring was conducted both on a one-to-one basis and in small groups. The pupil-teacher ratio was kept low to facilitate individualized instruction. As the summer session progressed, the number of pupils at the home decreased, allowing more instructional time for the remaining pupils. Each pupil received about one hour of instruction daily, alternating reading and math.

The pupils worked on a great variety of craft activities and art projects:

Fuzzies	hand puppets
decoupage	felt alligators
plaster of paris plaques	wood burnings
plaster animals	sun catchers
oil paintings	tissue flowers
beaded key rings	latch/hook
finger puppets w/felt	picture frames (playdoh)

Instructional Materials and Supplies

Each teacher had a choice of curriculum materials. Instructional materials and supplies used during the regular year were available for use in the summer program, and additional supplies were ordered for the summer session from budgeted funds. Both teacher-made and commerical materials helped develop the pupils' language arts and mathematics skills. Many instructional games and craft projects were provided to increase pupil interest.

Although the instructor at Maude Carpenter Children's Home was not Title I funded, Title I did provide funding for instructional materials.

Budget

Salaries	
1 teacher x 120 hrs. x 10.00/hr. 2 teacher x 105 hrs. x 10.00/hr.	$3300.00
Staff Training Stipends	
4 teachers x 3 hrs. x $3.00/hr.	36.00
Tuition	
Secondary Scholarships 6 x $60.00	360.00
Supplies	
2 Homes x $300.00	600.00
Total Cost	$ 4296.00

The tuition scholarships cost $60.00 per pupil. Excluding scholarships and the materials for Maude Carpenter, the expenditures of $3636.00 resulted in a per pupil cost of $95.68.

EVALUATION

The performance objectives are distinguished by pupil grade level:

* By the end of the summer school term, pupils in grades 1-9 will show improvement in basic reading and/or math skills, as observed by the instructor, and recorded on the reading and/or math skills checklists.
* By the end of the summer school term, prekindergarten and kindergarten pupils will show improvement in cognitive, social, and motor skills, as observed by the instructor, and recorded on the preschool checklist.

Participation

Participants are described by race and grade in Table SS 01.1 A total of 38 pupils participated at some time during the summer session. This figure is down 28 percent from the previous year.

TABLE SS 01.1

PUPIL RACE AND GRADE
TITLE I PROGRAMS FOR NEGLECTED CHILDREN
SUMMER 1981

TOTAL PARTICIPANTS	38	
White	29	76%
Black	6	16%
Indian	2	5%
Other	1	3%
Prekindergarten	13	34%
Kindergarten	3	8%
First	2	5%
Second	3	8%
Third	1	3%
Fourth	2	5%
Fifth	1	3%
Sixth	0	0
Seventh	6	16%
Eighth	2	5%
Ninth	5	13%

Skills Checklists

In previous years, it has proved impractical to pre and posttest participants for reading and math or prekindergarten skills with a standardized achievement test because of the short duration of the summer term and the high rate of pupil mobility. In lieu of the standardized test administration, teachers are requested to evaluate each pupil's progress in certain basic skill areas. Teachers record their observations on skills checklists. Separate checklists are used for reading, mathematics, and prekindergarten. Each pupil is evaluated in only those skill areas in which he/she will receive instruction.

Table SS 01.2 provides a summary of the teacher observations of progress in reading. Most of the evaluations indicate "very little" progress in the basic reading skill area. In most cases, the length of participation was directly related to the amount of improvement. Also related was the level at which a child entered the program. A child that came in at normal or above usually made "very little" improvement.

TABLE SS 01.2

READING EVALUATIONS
TITLE I PROGRAMS FOR NEGLECTED CHILDREN
SUMMER 1981

	IMPROVEMENT AT END OF PARTICIPATION			
SKILL AREA	Very Little	Slight	Moderate	Much
Dictionary Skills	8	3	2	0
Word Meaning	10	2	4	0
Comprehension	9	4	1	0
Sight Words	10	1	2	0
Phonetic Analysis	10	1	1	0
Structural Analysis	10	1	1	0
Totals	57	12	11	0
Percentage	71%	15%	14%	0

A summary of the math evaluations appears in Table SS 01.3. The math participants were evaluated in the first four skill areas only. One student was evaluated in the last two skill areas, but she was well above average and seen only once by the teacher. Once again, most of the evaluations fall into the category "very little"

TABLE SS 01.3

MATHEMATICS EVALUATIONS
TITLE I PROGRAMS FOR NEGLECTED CHILDREN
SUMMER 1981

SKILL AREA	IMPROVEMENT AT END OF PARTICIPATION			
	Very Little	Slight	Moderate	Much
Numeration	11	2	4	0
Addition/Subtraction	13	2	4	0
Multiplication/Division	9	4	1	0
Fractions/Decimals	4	2	0	0
Length/Areas/Volume	1	0	0	0
Algebraic Concepts	1	0	0	0
Totals	39	10	9	0
Percentage	67%	17%	16%	0

The pupils were rated quite low in both reading and math when they entered the program. Fifty three percent of the pupil evaluations were "well below normal" at the beginning of instruction, thus indicating a definite need for compensatory instruction.

The instructor reported prekindergarten pupil progress in seventeen skill areas. Most of the pupils made "slight" or "moderate" improvement. The amount of improvement was directly related to the length of participation in most cases. The areas of greatest improvement were listening with comprehension and knowledge of colors. Table SS 01.4 summarizes the evaluations data for the prekindergarten pupils at the end of the summer session.

TABLE SS 01.4

PREKINDERGARTEN EVALUATIONS
TITLE I PROGRAMS FOR NEGLECTED CHILDREN
SUMMER 1981

ABILITY	IMPROVEMENT AT END OF PARTICIPATION			
	Very Little	Slight	Moderate	Much
1. Development of large muscles & gross motor skills	0	0	6	2
2. Development of small muscles & fine motor skills	0	3	7	0
3. Balance	0	2	6	0
4 Eye-hand coordination	0	2	4	1
5. Follows directions	0	1	4	3
6. Listens with comprehension	0	1	4	3
7. Expanding vocabulary	0	0	8	0
8. Participates in group language experiences	0	1	5	2
9 Knowledge of time	0	6	3	0
10. Knowledge of colors	0	1	6	2
11. Knowledge of shapes	0	0	7	1
12. Knowledge of numbers	0	0	7	2
13. Sensory discrimination	0	0	10	0
14. Coping skills	0	0	8	0
15. Ability to work & play in a group	0	1	9	0
16. Recognition of classmates by name	0	1	6	0
17. Healthy self-concept	0	1	7	0
PERCENTAGE OF GRAND TOTAL	0	15%	75%	10%

Discussion

The smaller number of pupils this summer allowed the instructors to spend more time with each individual. This increase in amount of time available to each pupil is especially important in the summer session, since it is only six weeks long. The craft activities provide learning experiences which may be more appealing to the pupils than the regular tutoring sessions.

The tuition scholarships provided for pupils at Youthville are an excellent use of limited funds. For this small number of secondary students, it is far more practical to offer scholarships than to establish a tutoring program.

The program planning was more organized this year, and was reflected in a well implemented and professional program. If funding is available, it is recommended that this program continue with out any major changes.

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

The activity which is the subject of this report was supported in whole or in part by the U. S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Department of Education and no official endorsement by the U.S. Department of Education should be inferred.

A REPORT OF THE

PROGRAM FOR DELINQUENT INSTITUTIONS

SUMMER 1981

Funded by ESEA PL 93-380
Title I
Project 81003

Prepared by
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Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director

DELINQUENT INSTITUTION PROGRAMS - SUMMER 1981

SUMMARY

Program

This program provided reading and math instruction during the summer to residents of the Booth Memorial and Lake Afton Boys Ranch. Seven summer tuition scholarships ($34.00 each) for regular summer school were issued to six secondary school students from Booth, Clifton Monica, and Lincoln Monica House.

Participation

Male	18	Grade Level Range:	7-11
Female	14	Median:	9
Total	32		

Personnel

Three part time certificated teachers (3 hours per day each for 29 days)
One part time instructional paraprofessional (Lake Afton - 3 hours per day for 29 days)

Budget

$4641 Cost per pupil $145

Evaluation

A checklist was used by each teacher to evaluate student progress in reading and mathematics. The percentage in each category of the checklist for both reading and math is indicated below:

	Improvement			
	Very Little	Slight	Moderate	Much
Reading	31%	39%	20%	11%
Mathematics	-	53%	24%	24%

INSTITUTIONS FOR THE DELINQUENT
SUMMER PROGRAM 1981

The purpose of this program was to provide reading and mathematics instruction during the summer to residents of institutions for the delinquent. The programs were in session 29 days. The participating institutions were:

Booth Memorial (8 participants). Female residents, ages 13-18, may or may not be attending public schools, may or may not be adjudicated. Also, equipped to deal with pregnancies among the residents.

Lake Afton Boys Ranch (18 participants). Male residents, ages 13-18, attend school and reside at the Ranch. Adjudicated.

Six participants from Booth Memorial, Clifton Monica and Lincoln Monica were issued seven tuition scholarships for the regular secondary public school summer session.

Participation

Male	18	56%	Black	8	25%
Female	14	44%	White	22	69%
Total	32		Spanish	1	3%
			Am. Indian	1	3%
			Total	32	

Grade	No.	Percent
7	2	6%
8	8	25%
9	8	25%
10	12	38%
11	2	6%
Total	32	

Personnel

Three part-time certificated teachers and one part-time instructional paraprofessional were employed in the program. The paraprofessional was at Lake Afton. One instructor was at Lake Afton and two were at Booth Memorial. All personnel were employed three hours per day for 29 days.

Budget

The budget for this program was $4,641. The cost per pupil was $145.

Evaluation

The number of hours of reading instruction in the institutions was 270. The number of hours of math instruction (Booth only) was 59.

A check list of skills in reading and mathematics was used by teachers to evaluate student progress. The reading results are in Table SS 02.1. The mathematics results are in Table SS 02.2. Teachers marked only those areas in which they provided instruction.

Table SS 02.1

READING SKILLS CHECK LIST
PERCENTAGE OF PUPILS IN EACH EVALUATION CATEGORY
PROGRAMS IN INSTITUTIONS FOR DELINQUENT CHILDREN

SKILL	Pupil's Ability at Beginning of Year			Progress made by End of Participation				Number of Pupils Evaluated
	Well Below Normal	Slightly Below Normal	Normal or Above	Very Little	Slight	Moderate	Much	
Dictionary Skills	11%	32%	58%	16%	58%	16%	11%	19
Word Meaning	16%	47%	37%	21%	42%	26%	11%	19
Comprehension	17%	39%	44%	17%	44%	28%	11%	18
Sight Words	5%	26%	68%	32%	42%	16%	11%	19
Phonetic Analysis	11%	44%	44%	50%	22%	17%	11%	18
Structural Analysis	11%	50%	39%	50%	22%	17%	11%	18
All Reading Skills	12%	40%	49%	31%	39%	20%	11%	111

SS 02.04

Table SS 02.2

MATHEMATICS SKILLS CHECK LIST
PERCENTAGE OF PUPILS IN EACH EVALUATION CATEGORY
PROGRAMS IN INSTITUTIONS FOR DELINQUENT CHILDREN

SKILL	Pupil's Ability at Beginning of Year			Progress made by End of Participation				Number of Pupils Evaluated
	Well Below Normal	Slightly Below Normal	Normal or Above	Very Little	Slight	Moderate	Much	
Comprehension of Numeration System	-	25%	75%	-	50%	25%	25%	8
Basic Addition & Subtraction	-	25%	75%	-	50%	25%	25%	8
Basic Multiplication & Division	-	25%	75%	-	50%	25%	25%	8
Concepts/Operations with Fractions & Decimals	-	38%	63%	-	50%	25%	25%	8
Measures/Calculations for Lengths/Areas & Volumes	-	100%	-	-	100%	-	-	1
Algebraic Concepts & Operations	-	100%	-	-	100%	-	-	1
All Mathematics Skills	-	32%	68%	-	53%	24%	24%	34

SS 02.00

The total teacher ratings at the beginning of the program were:

	Reading	Mathematics
Well Below Normal	12%	-
Slightly Below Normal	40%	32%
Normal or Above	49%	68%

At the end of the program the total teacher ratings of improvement were:

	Reading	Mathematics
Very Little	31%	-
Slight	39%	53%
Moderate	20%	24%
Much	11%	24%

Approximately 70 percent of the ratings in reading and 100% in mathematics indicated progress in the relatively short time the program was in operation.

The courses and grades for the tuition scholarships were:

Reading Improvement	3 students	A, B, F (The F student was absent 25 of 29 days)
American History	1 student	D
Mathematics	1 student	A
English	2 students	D and No credit

This program has provided individual instruction for students in institutions for the delinquent. Many students made progress in reading and/or mathematics. Without Title I funds, this instruction would not have been available.

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

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A REPORT OF THE

TUITION SCHOLARSHIP PROGRAM

SUMMER 1981

Funded by ESEA PL 93-380
Title I
Project 81003

Prepared by
Gloria White, Research Assistant
Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director

TITLE I
Tuition Scholarship Program

Summer 1981

SUMMARY

PROGRAM DESCRIPTION

Prior to the end of the regular school year, pupils at Title I schools, who are identified as having an educational need, are offered free tuition to attend the public school system Summer School. The tuition scholarships are funded by Title I. Each scholarship recipient is required to enroll in a basic reading and/or mathematics course. Enrollment in enrichment courses is optional.

There was a decrease from last year in the number of participants, the number of scholarships, and in the attendance percentage.

EXPENDITURES

	Number and Value of Scholarships	Dollar Amount	Total
Basic Classes and Self Contained Programs	18 @ $ 75.00	$ 1,350.00	
	459 @ 60.00	27,540.00	
	7 @ 55.00	385.00	
	8 @ 50.00	400.00	
	25 @ 45.00	1,125.00	
	1 @ 40.00	40.00	
	2 @ 36.00	72.00	
	913 @ 30.00	27,390.00	
	1 @ 20.00	20.00	
	8 @ 15.00	120.00	
	9 @ 5.00	45.00	$ 58,487.00
Enrichment Classes	4 @ 35.00	140.00	
	22 @ 30.00	660.00	
	5 @ 24.00	120.00	
	6 @ 20.00	120.00	
	432 @ 15.00	6,480.00	
	1 @ 5.00	5.00	7,525.00
Totals	1921		$ 66,012.00

PARTICIPANTS

Unduplicated Count 1192

Race		Grade
52%	White	15% Kdgtn
27%	Black	21% First
10%	Spanish	18% Second
1%	Amer. Indian	16% Third
10%	Asian	11% Fourth
		12% Fifth
		7% Sixth

Participants
Continued

ATTENDANCE

77% Reading
75% Math
51% Physical Education
73% Post-Kindergarten
77% Arts & Crafts
74% Other

ACTIVITY CONTEXT

Title I of ESEA has funded tuition scholarships for summer school classes since 1966. Over the years, the program has held several names: Opportunity Grants, Tuition Scholarships, and Summer School Scholarships. The basic purpose of the programs, however, has remained that of enabling Title I pupils to continue their development of basic skills through the summer months by providing the financial means to enroll in summer school classes. Tuition scholarships have also allowed pupils to enroll in classes that are not available during the regular term. Title I scholarships have not been offered at the secondary level (except to students living in neglected and delinquent institutions) since the summer of 1974.

Scope

A total of 1,921 tuition scholarships, ranging in value from $5.00 to $75.00, were awarded to eligible pupils. The total amount expended for scholarships was $66,012.00. The pupils attended basic and enrichment classes at all of the 12 summer school centers. Although Corrective Reading and Elementary Mathematics are included in the contracted classes, evaluations of those programs appear elsewhere under separate titles.

Personnel

The Title I Coordinator supervises the tuition scholarship program. The Title I Summer School Principal is responsible for allocating tuition scholarships and assisting in data collection. Elementary school principals grant tuition scholarships at the building level. In most cases, regular term classroom teachers teach the summer classes. Title I curriculum specialists, program administrators and evaluators conduct preservice training.

Procedures

Prior to the end of the regular term, elementary school teachers give to the principals, the names of pupils who might benefit from the summer school experience. Of the pupils thus identified as having an educational need, those attending Title I schools are offered summer school tuition scholarships. Five areas define educational need in granting summer school tuition scholarships:

1. Enrollment in, or on the waiting list for, a Title I program during the regular term
2. ITBS scores below grade level
3. Below grade level achievement
4. Teacher recommendation
5. Principal recommendation

Enrollment forms are sent home to the parents for signatures and returned to the elementary schools. The total amount of the tuition scholarships awarded each participant varies with the number of courses taken and the cost of each course. Each participant receiving a scholarship is required to enroll in a basic reading and/or mathematics course. Enrollment in other summer courses is optional. Pupils are allowed to attend the summer center of their choice. Students living in a Title I attendance area where a summer school program is not organized are given an opportunity to attend a summer school center with bus transportation provided at no cost to the student.

Budget

The cost of each class is based largely on the length of the class period. Since the length of the classes varies among summer schools, the cost per class also varies. The following budget summarizes the number and cost of the tuition scholarships awarded. The numbers apply to scholarships rather than pupils. Since pupils may receive more than one class scholarship, the numbers will be duplicated counts of participants.

	Number and value of scholarships	Dollar Amount	Total
Basic Classes and Self Contained Programs	18 @ $ 75.00	$ 1,350.00	
	459 @ 60.00	27,540.00	
	7 @ 55.00	385.00	
	8 @ 50.00	400.00	
	25 @ 45.00	1,250.00	
	1 @ 40.00	40.00	
	2 @ 36.00	72.00	
	913 @ 30.00	27,390.00	
	1 @ 20.00	20.00	
	8 @ 15.00	120.00	
	9 @ 5.00	45.00	$ 58,487.00
Enrichment Classes	4 @ 35.00	140.00	
	22 @ 30.00	660.00	
	5 @ 24.00	120.00	
	6 @ 20.00	120.00	
	432 @ 15.00	6,480.00	
	1 @ 5.00	5.00	7,525.00
Totals	1921		$ 66,012.00

The average cost of a class scholarship is $34.36 based on the above figures. The unduplicated number of scholarship recipients is 1192. Therefore, the average cost of tuition per pupil is $55.38.

Participation

Table SS 03.1 presents unduplicated counts of scholarship recipients by sex, race, and grade. A total of 1,192 pupils were reported by teachers as having accepted summer school scholarships. Of that number, 18 were from

private or parochial schools. Grade levels refer to each pupil's 80-81 grade level placement.

TABLE SS 03.1

PUPIL CHARACTERISTICS-UNDUPLICATED COUNTS
TITLE I TUITION SCHOLARSHIPS

SUMMER 1981

		Number	Percent
Sex	Male	653	55%
	Female	539	45%
Race	White	611	51%
	Black	317	27%
	Spanish	123	10%
	Am. Indian	12	1%
	Asian	123	10%
	Other	6	1%
Grade	Kdgtn	180	15%
	First	255	21%
	Second	210	18%
	Third	190	16%
	Fourth	128	11%
	Fifth	145	12%
	Sixth	84	7%

Table SS 03.2 characterizes the duplicated number of scholarship recipients. It identifies, by progam and pupil demographics, the duplicated number of scholarships. The percentages by curriculum area are very similar to those for last year; however, a slightly larger percentage of pupils enrolled in reading and math, resulting in smaller percentages enrolled in enrichment courses. Nonpublic pupils received 32 tuition scholarships.

The reader may notice that the total duplicated count in Table SS 03.2 1980, does not equal the total number of scholarships listed on page SS 03.04 The reason for the discrepancy lies in the fact that the two sets of information come from two sources; teachers are not always aware of which of their summer school pupils are Title I funded. The total number of scholarships listed on page SS 03.04 should be considered the official duplicated count.

TABLE SS 03.2
PUPIL CHARACTERISTICS - DUPLICATED COUNTS
TITLE I TUITION SCHOLARSHIPS
SUMMER 1981

	Read.	Math	Soc. Sc.	Sci.	Lang.	Voc. Ed.	Phy. Ed.	Other	Unknown	Percentage of Total
Public	804	488	0	9	210	3	101	331	2	98
Nonpublic	12	2	0	0	3	0	5	10	0	2
Male	449	239	0	6	137	0	72	195	1	55
Female	367	252	0	3	78	3	34	149	1	45
White & Other	403	276	0	7	97	0	48	202	1	52
Black	225	137	0	1	43	3	38	70	0	26
Spanish	87	58	0	1	19	0	13	41	0	11
Am. Indian	8	5	0	0	1	0	0	0	0	1
Asian	93	13	0	0	51	0	7	25	1	10
Kdgn.	3	0	0	0	177	0	6	33	0	11
First	228	98	0	2	11	0	15	68	0	21
Second	189	69	0	1	2	0	17	64	0	17
Third	154	91	0	2	12	0	18	56	0	18
Fourth	88	85	0	1	3	2	16	45	2	12
Fifth	101	96	0	3	4	1	24	49	0	14
Sixth	53	51	0	0	4	0	10	26	0	7
PERCENTAGE	41%	25%	0%	.5%	11%	3%	.5%	17%	.2%	

Attendance

Historically, attendance during summer school has been lower than during the regular term. Poor attendance has been characteristic of the Title I scholarship recipients. This year, scholarship attendance percentages were down from the previous year. The attendance in Physical Education was especially low with an attendance percentage of 51%. The attendance percentages are based on a total possible number of 27 days, rather than as a percentage of the days each pupil is actually enrolled. Attendance percentages for the regular school session are usually based on days enrolled. Attendance for summer school is figured on 27 days, regardless of length of enrollment, because the full time Title I scholarship is paid regardless of the length of time a pupil is enrolled.

TABLE SS 03.3

ATTENDANCE
TITLE I TUITION SCHOLARSHIPS
SUMMER 1981

TYPE OF COURSE	TITLE I	NON TITLE I
Reading	77%	84%
Math	75%	85%
Physical Education	51%	NA
Post-Kdgtn	73%	86%
Arts & Crafts	77%	79%
Other	74%	83%

The 1981 summer school program went well with students who attended regularly receiving worthwhile learning experiences.

RECOMMENDATIONS FOR FUTURE SUMMER PROGRAMS

1. Make summer school information available at the earliest possible date.

2. Increase uniformity in tuition charges between the various segments of summer school.

3. The trend, if there is one, toward the offering of partial scholarships for Title I students to be studied and evaluated. It has been expressed by some that if parents had to pay part of the tuition, there would be more regularity in attendance.

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

The activity which is the subject of this report was supported in whole or in part by the U. S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Department of Education and no official endorsement by the U. S. Department of Education should be inferred.

A REPORT OF THE

BASIC PRIMARY AND CORRECTIVE READING PROGRAM

SUMMER 1981

Funded by ESEA PL 93-380
Title I
Project 81003

Prepared by
Gerald R. Riley, Research Specialist
Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director

BASIC PRIMARY AND CORRECTIVE READING - SUMMER 1981

SUMMARY

Program

The summer reading program was planned as a correlated language arts program which included activities in reading, listening, speaking, spelling, and writing. Summer reading was not organized as a Title I program. Title I pupils were given tuition grants to attend regular Board of Education sponsored summer classes.

The Basic Primary Program was designed for first and second grade pupils who needed extra time and instruction to develop basic reading skills. Corrective Reading was designed for pupils in grades three through six who were one or more years below grade level in reading. Word recognition and comprehension were emphasized.

Participation

Total 816

Attendance

77% (77% last summer)

Personnel

As explained under "Program" above, reading classes were not organized as separate Title I programs, but were included in the Title I tuition grant program. Therefore, personnel were not hired through Title I, nor were they paid directly by Title I.

Budget

Since this was not a regular Title I program, a budget was not set by Title I. The amount spent for Title I tuition grants for reading was $30,247. This was approximately $37 per child.

Evaluation

Teachers completed an evaluation checklist for Title I pupils. A summary of the results is given below:

Improvement

Very Little	Slight	Moderate	Much
26%	40%	27%	7%

BASIC PRIMARY AND CORRECTIVE READING
SUMMER 1981

The summer reading program was designed to cross grade levels and to encourage individualized instruction.

Students had an opportunity to improve or at least maintain their level of proficiency in basic reading skills during this six-week summer school.

The courses were planned as correlated language arts programs which included activities in reading, listening, speaking, spelling, and writing. The basic primary course was for pupils in the first and second grade who need extended time to develop basic reading skills. The corrective reading course was for pupils in grades three through six whose reading level was one or more years below grade level.

Small classes were planned to enhance opportunities for individualized instruction. The recommended class size was ten. The recommended maximum was fifteen.

A summer school reading curriculum guide, Signs of Summer, published in 1980 was used in the 1981 summer session. The guide was published by the Wichita Public Schools Department of Reading. The purpose of the guide is stated on the title page, "A guide to supplement the creative and purposeful ideas of teachers". The guide contains many suggestions on subjects such as pupil assessment, resources for materials, language arts activities, games, and bulletin boards.

Summer reading was not designed as a separate Title I program. Title I pupils were given tuition grants to attend regular summer reading classes.

Participation

The number of participants in Title I reading was 816.

Personnel

Two program coordinators worked in the summer program. The coordinators conducted the orientation session, distributed supplies, assisted individual teachers, and provided for the sharing of ideas. The Director of Reading for the Wichita Public Schools had the overall responsibility for the program. Teachers were employed through regular Board of Education procedures.

Budget

This was not a Title I program, therefore a program budget was not set by Title I. The amount spent for Title I tuition grants for reading was $30,247, or approximately $37 per child.

Evaluation

The primary objective of the reading program was to improve or at least maintain the reading ability of the participants. The six reading skills evaluated are listed below. Not all pupils were evaluated on all skills listed.

1. Dictionary skills
2. Word meaning
3. Comprehension
4. Sight words
5. Phonetic analysis
6. Structural analysis

Individual check lists were completed by the teachers. They were to rate the pupils at the beginning and at the end of the course.

The results of these evaluations are listed in Table SS 04.1

Table SS 04.1

READING CHECK LIST - SUMMER 1981
PERCENTAGE OF PUPILS IN EACH EVALUATION CATEGORY
PROGRAMS IN INSTITUTIONS FOR DELINQUENT CHILDREN

SKILL	Pupils's Ability at Beginning of Year			Progress made by End of Participation			
	Well Below Normal	Slightly Below Normal	Normal or Above	Very Little	Slight	Moderate	Much
Dictionary Skills	45%	46%	8%	30%	30%	27%	13%
Word Meaning	48%	42%	10%	25%	42%	26%	7%
Comprehension	43%	45%	12%	25%	41%	27%	7%
Sight Words	41%	46%	13%	20%	38%	33%	9%
Phonetic Analysis	47%	45%	7%	26%	44%	26%	4%
Structural Analysis	48%	45%	6%	32%	44%	21%	4%
Total Reading Skills	45%	45%	10%	26%	40%	27%	7%

135

At the beginning of the program, 90 percent of the ratings were in the below normal category. At the end of the program, 74 percent of the pupils made "slight" to "much" progress.

The rate of attendance was 77 percent. This is the same as summer 1980. The three previous years had attendance rates of 73 percent.

The summer reading program continues to be a well-organized program. Teachers receive materials, a curriculum guide, and assistance when needed. Over 70 percent of the pupils made some progress as indicated by teacher ratings.

SS 05.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

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A REPORT OF THE

ELEMENTARY MATHEMATICS PROGRAM

SUMMER 1981

Funded by ESEA PL 93-380
Title I
Project 81003

Prepared by
Gloria White, Research Assistant
Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director

TITLE I
ELEMENTARY MATHEMATICS
SUMMARY 1981

SUMMARY

PARTICIPATION	490 pupils, grades 1 through 6
ATTENDANCE	75%
TEACHERS	28

PUPIL EVALUATION

BASIC SKILL	IMPROVEMENT AT END OF SUMMER			
	VERY LITTLE	SLIGHT	MODERATE	MUCH
1. Comprehension of Numeration System	21%	28%	37%	14%
2. Addition/Subtraction	20%	24	37	19
3. Multiplication/ Division	22%	32%	28%	18%
4. Fractions and Decimals	39%	21%	31%	9%
5. Lengths, Areas, and Volumes	41%	24%	28%	7%
6. Algebraic Concepts	95%	0%	5%	-
OVERALL PERCENTAGE	24%	27%	33%	16%

ACTIVITY CONTEXT

Pupils attending Title I schools who show a need for supplementary mathematics instruction are invited to enroll in a math class during the Summer School Session. Title I funds provide the tuition for each eligible child's summer math class.

Scope

This report covers the six week elementary summer school session, beginning June 8, 1981, and running through July 17, 1981. Summer math classes were held in the following twelve elementary schools: Caldwell, Cloud, College Hill, Colvin, Dodge, Irving, Lincoln, McCollom, Ok, Washington, Wilson, and Woodman.

A total of 495 Title I funded pupils were reported and evaluated from math classes in eleven of the twelve summer centers. The tuition scholarship recipients ranged from first grade through sixth grade.

Personnel

Summer school mathematics teachers meet the same professional certification required of full-time instructors during the regular term. The teachers are responsible for providing mathematics instruction, maintaining records of attendance, and recording pupil progress in the basic math skills. This summer, 28 teachers taught 48 summer math classes. The majority of these teachers had taught in a Title I school during the regular term.

Inservice

Preservice workshops were held for teachers of summer math classes on June 4 and 5, 1981. Instructional strategies were presented at that time, and directions were given for collecting evaluation data. The workshops were conducted at the Murdock Teacher Center by the Title I Mathematics Instructional Specialists and Research Assistant. Twenty-eight (100 %) of the math teachers attended the preservice workshop.

Activities

Depending upon the summer center, the math classes are either one hour or two hours in length. The summer program emphasizes the reinforcement of basic computational skills. However, the instructional format varies with each teacher. Most of the teachers group the pupils on the basis of ability. Some teachers administer a diagnostic test to initially determine deficiencies in concept development and to aid in designing each pupil's instructional package. Many of the teachers set up learning centers. The variety of activities helps to sustain pupil interest.

TABLE SS 05.1

PARTICIPATION
TITLE I ELEMENTARY MATHEMATICS
SUMMER 1981

	TOTAL PUPILS	490		
	NON PUBLIC	2	MALE	238
	PUBLIC	488	FEMALE	252

	WHITE & Other	277	56%
R	BLACK	137	28%
A	SPANISH	58	12%
C	AM. INDIAN	5	1%
E	ASIAN	13	3%

	1	98	20%
G	2	69	14%
R	3	91	19%
A	4	85	17%
D	5	96	20%
E	6	51	10%

The mathematics program at several summer centers was presented within the structure of the self-contained classroom. Similar to the regular term, the teacher in the self-contained summer classroom meets with the same pupils for three or four hours each morning and gives instruction in reading, math, and enrichment activities.

Instructional Equipment and Supplies

The Elementary Mathematics Program urges teachers to employ a diversity of materials in the instructional process. In this program, manipulative materials are instrumental in the teaching of mathematics concepts; they help the pupil literally visualize relationships that may be difficult to comprehend on an abstract level.

Because materials are often stored for the summer, it has been necessary to develop instructional materials especially for summer classes. The Summer School Curriculum Committee developed kits of math activities to be used only during summer school. Both intermediate level and primary level kits were prepared. These kits were sent to the schools at the start of the summer session.

EVALUATION

Participation

Participant counts by race, sex, and grade appear in Table SS 05.1 The classroom teachers reported a total of 490 participants who were Title I funded. There has been a downward trend in numbers of participants over the past several years, except for last year when there was a slight increase over the figures for the previous two years. This year there was a decrease of 28 percent in the number of participants.

Attendance

Title I funded pupils in math classes had an average attendance of 75 percent. Math pupils who did not receive scholarships had an average attendance of 85 percent. The Title I attendance rate represents a slight decrease from the previous year.

Needs Assessment

Two data forms were used to record each pupil's areas of mathematics deficiencies. In the spring, classroom teachers were requested to mark the math concept deficiencies for the pupils who had enrolled in Title I summer math classes. These forms were sent to the summer school teacher so that he/she knew exactly where to begin with the pupil's math instruction.

In return, the summer teacher completed for each Title I pupil a form indicating which concepts the pupil had studied and which concepts had been

mastered during the summer session. These forms were forwarded to the pupil's receiving (fall '81) teacher, so that he/she might have more information for designing individual learning programs.

Analysis of the summer mastery as recorded on these forms appears in the following section.

Pupil Evaluation

Using a standard math skills checklist, the classroom teachers evaluate each Title I pupil on ability level at the beginning of the summer session and on the improvement made by the end of the session. Although six skills areas are designated, the teacher evaluates each pupil in only those skill areas in which the pupil receives instruction.

Table SS 05.2 presents an analysis of math skills evaluations. The percentages in each category of improvement are similar to those of the previous year. Data for all grade levels are aggregated since the evaluations are based on improvement rather than grade level norms.

Nearly all (90%) of the participants were evaluated for their skills in addition and subtraction. Over half of the pupils were evaluated for the first three skills. Less than one-fourth were evaluated on the last three (higher level) skills. Only four percent of the pupils were evaluated for the algebraic skills. Some pupils were not evaluated because they were not in attendance enough to evaluate their performance.

Beginning of Summer. Most of the pupils began the summer slightly below normal in the first three skill areas and well below normal in the last three skill areas.

Improvement at End of Participation. The largest percentages of evaluations for the first four skill areas fell into the MODERATE improvement category. In the last two skill areas, the largest percentages occurred in the VERY LITTLE AND MODERATE improvement categories.

There did not seem to be any set pattern in the amount of improvement a student made. If a pupil began the summer below normal, his/her improvement rate was sometimes large and sometimes small. If a pupil began the summer at an average or above average level he/she could make from very little to much improvement. It seemed to depend on the level the child was on upon entry and how long they remained in the program.

TABLE SS 05.2

PUPIL EVALUATIONS
TITLE I ELEMENTARY MATHEMATICS
SUMMER 1981

SKILL AREA	LEVEL AT BEGINNING OF INSTRUCTION	IMPROVEMENT AT END OF PARTICIPATION				Total Number of Evaluations
		Very Little	Slight	Moderate	Much	
Comprehension of Numeration System	Well Below 27% Slightly Below 40% Normal or Above 33%	21%	28%	37%	14%	376
Basic Addition/ Subtraction	Well Below 32% Slightly Below 44% Normal or Above 23%	20%	24%	37%	19%	439
Basic Multiplication/ Division	Well Below 37% Slightly Below 49% Normal or Above 14%	22%	32%	28%	18%	326
Concepts/Operations With Fractions & Decimals	Well Below 45% Slightly Below 45% Normal or Above 10%	39%	21%	31%	9%	103
Measures/Calculations For Lengths/Areas/ Volumes	Well Below 40% Slightly Below 52% Normal or Above 8%	41%	24%	28%	7%	58
Algebraic Concepts/ Operations	Well Below 100% Slightly Below 0% Normal or Above 0%	95%	-	5	-	21
	OVERALL PERCENTAGES	24%	27%	33%	16%	

An additional pupil evaluation form was completed for 432 of the summer math pupils. This form, described earlier, collects information on whether the pupil studied a particular concept and if so, if the pupil mastered that concept. The information from these forms followed each pupil to the regular term teacher in the fall.

Table SS 05.3 summarizes the forms by giving the percentage of evaluated pupils who attained mastery for each skill area. Mastery levels ranged from 89 percent in "set recognition" to 30 percent in "2 digit division with remainders". The overall percentage of pupils who mastered the skill areas is 67%. Even though the number of participants was lower than last year, the percentage of pupils who attained mastery was higher.

TABLE SS 05.3

PUPIL INFORMATION DATA SHEET
TITLE I MATHEMATICS
SUMMER 1981

Number of Pupils Who Studied Concept	Concept	Percent of Pupils Who Mastered Concept
	SET & NUMERAL RECOGNITION	
155	Set Recognition	89%
162	Numeral Recognition	87%
156	Matching numeral with sets	87%
	COUNTING & WRITING NUMERALS	
159	Rational Counting	87%
160	Rote Counting	86%
178	Writing Numerals	68%
	JOINING SETS & ADDITION FACTS	
198	Sets to 10	79%
218	Facts to 10	77%
173	Sets to 19	66%
222	Facts to 18	61%
	SEPARATING SETS & SUBTRACTION	
184	Sets to 10	73%
212	Facts to 10	73%
182	Sets to 18	58%
223	Facts to 18	53%
	PLACE VALUE & RENAMING	
222	Tens and ones	73%
206	Hundreds, tens and ones	75%
161	Thousands, hundreds, tens, ones	68%
	ADDITION OF WHOLE NUMBERS	
159	Missing Addends	69%
281	2 and 3 Digit without Regrouping	79%
250	2 and 3 Digit with Regrouping	74%

TABLE SS 05.3 (Con't.)

PUPIL INFORMATION DATA SHEET
TITLE I MATHEMATICS
SUMMER 1981

Number of Pupils Who Studied Concept	Concept	Percent of Pupils Who Mastered Concept
	SUBTRACTION OF WHOLE NUMBERS	
289	2 and 3 Digit without Regrouping	76%
266	2 and 3 Digit with Regrouping	59%
	EQUIVALENT SUBSETS & MULTIPLICATION	
176	Subsets to 9	60%
230	Facts to 9	43%
	PARTITIONING SETS & DIVISION FACTS	
127	Partitioning sets to 9	60%
171	Facts to 9	44%
	MULTIPLICATION	
189	2 and 3 Digit by 1 Digit	53%
157	2 and 3 Digit by 2 Digit	43%
	DIVISION	
163	1 Digit without Remainders	53%
133	1 Digit with Remainders	54%
97	2 Digit without Remainders	39%
91	2 Digit with Remainders	30%

Activity Context
(Continued)

Inservice

The teachers as well as the staff were very pleased with the preservice workshop. The response to it was very positive in that, all the teachers plus one extra attended. Also, there were more machines and "hands on" materials supplies this year, unlike last year when all materials were not ready at the time of the workshop.

Pupil Information Data Forms

It seems that nearly all the Title I pupils had Pupil Information Data (PID) forms. The coverage seemed much better than the previous year. All of the responding teachers said that they used the information on the PID form to individualize instruction.

General Suggestion

Replace the activity portion of the Summer Math Kit.